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ABSTRACT

An experience-based career education project for high school students was developed and evaluated. The career explorations program, which met ten hours per week for one semester, was designed to provide new and different career oriented learning experiences for students, to involve more of the community in providing these experiences, and to assist school staff members in taking a more active role in career education. Student participants completed individualized pre-designed projects and information packets, participated in group counseling sessions, kept a journal, explored two to nine community career sites per semester, attended seminars conducted by resource people in the community, and prepared for live interviews with personnel managers. A two-member evaluation team evaluated the project for a period of three years. (Their evaluation constitutes 90 per cent of the report.) Using such evaluation techniques as student, parent, and community opinion surveys, student interviews, student follow-ups, graduate surveys, and analysis of test results, the evaluation team found that the project facilitated the following: development of expanded places and ways for students to learn, community involvement in providing learning, and activities for the high school and career education staff. (Test results are appended.) (MN)

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FINAL PERFORMANCE REPORT

Project No. 498AH90026

Grant No. G07-77-00002 (502)

Grand Island Public Schools-Career Explorations

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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CE 026 744

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September 26, 1980

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by
Dr. Wesley Meierhenry
and
Dr. Paul Kennedy

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Introduction

"Career Explorations", an Experienced Based Career Education project, was introduced to students at Grand Island Senior High School for the first time in September of 1977. This was made possible as an Exemplary Project in Vocational Education which continued for three years (7-1-77 to 6-30-80). Being a very successful project, the students and staff members who participated are grateful for the opportunities Career Explorations provided.

Prior to 1977, representatives of the Senior High staff, Board of Education and Administration had an opportunity to study different Experienced Based Career Education models. It was a consensus of the study group that Experienced Based Career Education was an important curricular alternative. The group decided that it should not replace any of the established curriculum, therefore it would be offered as an elective subject in the Senior High School. Students would still need to take the required English, Social Studies, Math, Science and Physical Education courses. The new course would differ from other electives in that the community would be included similar to the EBCE models. The course emphasis was to be careers, therefore the title Career Exploration (CE) was adopted.

The Northwest Regional Laboratory was contracted for consultative services. With help from the Northwest staff, the program design, goals and activities were planned.

Career Explorations was designed to meet for a two hour block of time five days a week for 1 semester. This amount of time was decided upon because that was the same amount of time allowed students who were in the Trades and Industry programs or other Job Training programs. Also this seems to be about the average amount of time Senior High students have for electives.

Purpose

The purpose of the Career Exploration Program was three-fold: 1. To provide new and different career oriented learning experiences for students, 2. To involve more of the community in providing learning experiences for students, and 3. To assist each staff member in taking a more active role in the career education process. The first two goals were met to a very high degree and the third goal to a lesser degree.

The C.E. Program provided new and different career oriented learning experiences for the students enrolled in the program through their classroom work, their on-site experience, field trips, resource persons, film strips, video tape and other staff members as the guidance staff.

Objectives

The experiences stated above were designed to assist students in meeting the following program objectives:

1. Critical thinking-increase ability to gather, analyze and to interpret information and seek solutions to problems.
2. Personal/social development-increased ability to understand and accept responsibility for self, personal behavior and effects of actions and attitudes on others.
3. Communication skills-increase one's ability and confidence in interacting with other people.
4. Self related to jobs-increased knowledge of personal aptitudes, interests, and abilities or applied to potential peer interests.
5. Job application and job finding skills-increased dependability and general skills in job finding. Job application, and on-the-job negotiation necessary in daily work interactions.
6. Knowledge of career rewards, training needs and programs including basic skills-increased knowledge of financial and psychological inducements, preparation programs in potential careers.
7. Develop awareness of sex/racial stereotyping-provide information based on adult roles rather than sex or racial roles.

Activities

The following is a list of activities and a definition of the activities which were used to achieve the stated goals.

1. Projects: Each student works with the learning manager to set goals and to define activities which will assist the student in meeting the goals. The learning manager monitors the activities as the student progresses toward project completion. This is the very individualized component of the program.
2. Pre-designed project: The learning manager defines the goals to be accomplished and the activities to be pursued. Each student completed the project at their own rate.
3. Packet: The staff spent two months prior to the start of school in 1977 developing materials. A packet is information collected by the staff for students to work through on an individual basis.
4. Group Guidance: All class members participate in this activity. One day a week was set aside and a CE staff member or one of the counseling staff conducted the session. Values clarification activities, classroom concerns, test interpretations, and other activities which enhance self understanding were common in group guidance. Students of all social and intellectual levels have an opportunity to interact together.
5. Journal: The journal was used as a communication device for the student and the learning manager. All information recorded was confidential between the two. Students were encouraged to express their feelings in writing and it provided the learning manager an opportunity to understand their frustrations and respond to them.
6. Explorations: The students have had the opportunity to have two to nine explorations per semester depending upon the student and the student's interest. The explorations have basically been experiences on three consecutive days out in the community at an exploration site. The time the student was at a site was dependent upon the time the student was

available and when the community site could accomodate that student. Basically the students have participated at a site for one-and-a-half hours per day. At the end of three days, the students felt that they had gained some insight and knowledge as to what a job or occupation entails. At the conclusion of each exploration, students completed a Career Exploration Guide, which assists them in communicating what they had gained at the site.

7. Seminars: Seminars were conducted by resource people from the community. People were chosen to enhance student understanding in the areas of sex/racial role sterotyping, Title IX, and to strengthen weaknesses which were defined by the APL.
8. Accountability System: Parents and students were given three accountability reports (one every four-and-a-half weeks). These reports were written reports and mailed to the parents. Each report was shared with the student prior to the mailing. The report identified not only activities that were in need of effort but also individual strengths and accomplishments.
9. Interview: Each student prepared for a live interview with personnel managers in the community. Personnel managers rated the interviews and students learned of their interviewing strengths and weaknesses.
10. Field trips: A trip to the community in which the whole class participated.

Student Population

The project proved that it is possible to introduce an elective to an already comprehensive curriculum and serve a need of some students. Over a three year period about 15% of the students chose Career Explorations as one of their electives as the program served 5% of the school population per year. Some semesters the class was comprised of a representative sample of students and other semesters the class was lacking adequate representatives from the students who ranked in the upper half. The staff felt better about the success of the classes which were more representative of the school population. There were outstanding successes with students who qualified for special education and some failures with students who had a little more ability but lacked motivation and self discipline.

Community Involvement

The community did become very involved as one hundred sixteen different businesses participated as Career Exploration sites. See Appendix AA. Also many members of the community took a few minutes to visit with students who were gathering information for their projects. See Appendix BB. Community members came to the classroom for seminars and to interview students in a simulated interview. Such notice was made in the community that the Nebraska American Legion presented the Grand Island Public Schools with a plaque which recognized the outstanding Career Education program in the Grand Island Public Schools.

The interaction of the people in the community with students had a very positive effect on many students as the staff observed the improvement of the students ability to interact as the semester progressed. The first time the student used the phone to make an exploration appointment was much different than the same student who approached the same task later in the semester with a great deal more confidence. The staff felt student interaction with adults was a very positive outcome of the CE activities.

Very few members of the community refused to participate when called a second time. If a person or company did refuse, they usually had a good reason and volunteered to participate again at a later date. Continued participation was evidence of the cooperative community spirit.

We feel another great student gain was in occupational knowledge. Students were stimulated by their visits to the community to learn more about different careers. Refer to the evaluation of the project at the end of this report for other accomplishments.

Staff

The staff for the project consisted of a project director, learning manager, employer relations specialist, secretary and a part time para-professional. During the 1980-81 school year the Grand Island Public Schools will continue the program with a full time learning manager and a shared secretary, para-professional, and employer relations specialist with two other programs of the school district.

The project was evaluated for the period of three years by the same two evaluators. Dr. Wesley Meierhenry of the University of Nebraska at Lincoln and Dr. Paul Kennedy of the University of Nebraska at Omaha. The evaluation design and results are reported in the evaluation report which is part of this document.

Conclusion

It could be concluded that the project was of value to students as the School District of Grand Island saw fit to continue it for the 1980-81 school year with a combination of federal and local financial support. Students grew in their ability to communicate with adults, occupational knowledge, knowledge of themselves, and knowledge of their own community. For the most part, students had good feelings about the opportunities provided them.

The following are some things this writer believes were learned from the CE project:

1. Schools can provide opportunities for students to learn more about their communities and job opportunities; 2. Students can be freed of other academic obligations to explore the community for two hours per day for one semester during their high school days; 3. Ninety minute explorations for three different days is sufficient to give the student some idea of the job requirements, when some structure is provided so the student knows what he or she is to gain from the experience; 4. Providing transportation is important as it does assist some students in getting to community sites; 5. Preparation of

job resumes and simulated interviews are a real good experience; 6. Involvement of other staff members in the program is very beneficial; 7. It is important that students have the opportunity to discuss non-traditional roles and to stimulate exploring their opportunities; 8. It is important that students be given an opportunity to help plan some of their own educational experiences; 9. Students can improve their ability to manage their own time with the guidance of a time management program; and 10. Students will look at different jobs with knowledge of different biases.

Therefore, this writer believes that a school of any size could adopt the philosophy of this project and implement a program with one student or fifty students to meet the stated objectives and to become involved in any or all of the mentioned activities. Career Explorations is another way for students to explore careers. It supplements the Trades and Industry program, the Distributive Education program, the Health Occupations program, the Vocational Home Economics program and any other job or community experience program a school may offer. Last,but not least, all activities should emphasize the traditional basic educational skills as one program in the curriculum complements rather than detracts from another.

Appendix AA
EXPLORATION SITES

	Number of Students 1977-78	1978-79	1979-80
ACTION CONCEPTS, Creative Design	-	4	1
APFEL-BUTLER-GEDDES FUNERAL HOME, Mortuary Science	-	3	3
ARENDS AUTO SERVICE, Auto Mechanic	-	7	5
ART KRAFT, INC., Commercial Art	2	-	-
BAUMANN HOME, Intermediate Care Facility I	1	1	2
BAASCH WELDING, Welding	3	6	4
BARTELT STUDIO, Photography	6	18	9
BARTZ FLORAL, Florist	3	7	-
BEAUTY SCHOOL OF EXPERTISE, Cosmetologist	-	-	12
BEE CREATIVE CERAMICS, Ceramist	-	5	10
BENJAMIN & ASSOCIATES, Engineering	1	-	2
BEN'S REXALL DRUG STORE, Pharmacist	-	3	-
BOB'S BODY SHOP, Auto Body Repair	-	5	9
BOSSELMAN-EATON RESTAURANT, Kitchen	1	2	-
BOSSELMAN TRUCK PLAZA, Truck Stop Operations	-	1	2
BRANDEIS, Visual Merchandising	1	6	5
BROWN'S AUTO, Auto Repair, Machinist	1	-	-
BUNKERS JEWELRY, Jewelry Store Operations	6	-	-
THE CAMERA SHOP, Photography	-	6	3
JIM CANNON & ASSOCIATES, Architect	2	1	-
CENTRAL NE COMPUTER CENTER, Computer & Key Punch	1	3	3
CENTURY 21 WOLFE & ASSOCIATES, Real Estate Sales	2	5	3
COMMERCIAL NATIONAL BANK, Management, Clerical	6	11	5
CONNELL SCHOOL, Psychological Asst.	1	-	5
Social Worker	2	1	2
Speech	2	-	-
Able Student Program	1	-	-
Teaching Handicapped	5	5	3
CONTRYMAN & ASSOCIATES, CPA	2	3	-
COWTON-FAHRHOFF-BEACHLER, INC., Insurance	-	2	2
CYCLE SHOP, Operations	7	-	-
CONCEPT FIBERGLASS HOMES, INC., Home Building	-	-	8
DALTON BOOKKEEPING, Bookkeeper	3	5	2
DRAPERY DEN, Window Covering Specialist	2	-	-
FEDERAL COMMUNICATIONS COMMISSION, Monitor Tech.	-	7	3
FLIGHT SERVICE STATION	3	4	6
FRONTIER AIRLINES, Airline Operations	9	13	7
GEER-MELKUS CONSTRUCTION CO., INC., General Contracting	-	-	5
GEIST MASONRY, Bricklayer-Mason	-	3	2
GRAHAM CONSTRUCTION COMPANY, Home Building Construction	-	-	-
GIFFORD-HILL & COMPANY, INC., Pipe Mfg.	-	-	1
G. I. BEAUTY SCHOOL, Cosmetology	7	-	-
G. I. BODY SHOP, Auto Body Repair	1	5	-
G. I. INDEPENDENT, Advertising	1	3	2
News	1	3	1
Photography	3	4	6
Graphic Arts	-	3	1
G. I. DECORATING, Interior Decorator	2	-	-
G. I. DEPT. OF PARKS & RECREATION, Rec. Specialist	5	-	1
Park Maint.	2	-	-
Golf Course Maint.	2	1	2
G. I. FIRE DEPARTMENT, Fireman	-	3	5
G. I. FURNACE & SUPPLY CO., Sheet Metal Fabrication	-	1	1
G. I. PUBLIC SCHOOLS, Public Information	-	1	-
Community Counselor	-	-	6

EXPLORATION SITES	Number of Students 1977-78	1978-79	1979-80
G. I. VETERINARY HOSPITAL, INC., Veterinary Medicine	2	–	–
HALL COUNTY ATTORNEY, Attorney-Secretary	5	9	6
HALL COUNTY EXTENSION, Agriculture	2	1	–
Livestock	–	–	1
Home Economist	1	3	1
HALL COUNTY SHERIFF, Law Enforcement	7	9	7
HARRINGTON FEED YARDS, Cattle Feeding	–	2	1
HARTMAN FEEDS, Retail Feed Operations	5	2	1
HEIN FABRIC & UPHOLSTERY, Operations	3	2	–
HOLIDAY INN, INTERSTATE, Management	1	5	–
Housekeeping	2	1	–
Bookkeeping	1	2	1
Kitchen	–	1	1
HOLTZ TV & RADIO, Repair	2	–	–
HONORE KENNELS, Kennel Operations	8	14	13
HOVLAND-SWANSON, Fashion Retailing	2	–	–
HUMANE SOCIETY, Animal Care	–	–	10
JACK & JILL FOOD STORE, Meat Cutting	–	4	1
JAEGER DENTAL LAB, Dental Lab Technician	2	2	–
JANDA'S TIRE CENTER, Auto Mechanic	2	–	–
KGIN TV, Production	2	1	2
Sales	1	2	–
KHAS TV, News, Reporter, Photographer	–	–	2
KMMJ RADIO, Broadcasting	–	4	9
KRGI RADIO, Radio Operations	7	–	–
LESLIE VETERINARY CLINIC	–	–	–
L & L DISTRIBUTING, Advertising	–	1	3
Computer	–	2	3
Traffic	–	–	1
LUEBS-TRACY-DOWDING-BELTZER-LEININGER, Law Office Operation	1	–	–
LUMBARD LESCHINSKY, Electronic Technician	–	3	3
J. M. McDONALD COMPANY, Display	2	–	–
Advertising	2	–	–
Sales	1	–	–
McDONALD'S OF CENTRAL NEBRASKA, Fast Food Management	–	1	2
BARNEY McGAHAN & ASSOCIATES, Physical Therapist	2	–	1
MARET PLUMBING, Plumber	–	3	–
MARION'S CASUALS, Fashion Retailing	–	–	3
MARY MOPPET DAY-CARE CENTER, Child Care Asst.	–	–	6
MICHAEL'S FLOWERS & GIFTS, Florist	–	14	15
MID NE MENTAL RETARDATION CENTER, Child Development	6	5	–
MONFORT OF COLORADO, INC., Cattle Buying	–	–	1
GERALD MURPHY D.D.S., Dentist, Dental Assist.	5	6	3
NE GAME COMMISSION, Conservation Officer	1	1	1
NE INSURANCE BROKERAGE CO., Insurance	3	–	–
NEBRASKA PAROLE ADIMINISTRATION, Parole Officer	1	3	2
NORTHWESTERN BELL, Telephone Operator	2	–	–
OLYMPIC VILLAGE, Sporting Goods Store	3	7	3
ORTHOPEDIC & SURGICAL SUPPLY, Orthotist, Prosthetist	4	–	–
PAYNE-LARSON FURNITURE, Decorating-Sales	3	6	1
OWL AUTO PARTS, INC., Auto Dismantling, Auto Glass	–	–	3
PEPSI-COLA BOTTLING, Production	2	6	3
PERRELL CABINET, Cabinet Repair	1	3	–
RACQUET CLUB, Recreation	–	4	–
THE RECORD SHOP, Shop Management	–	2	–
RICHMAN GORDMAN, Management	1	2	–
Women's Clothes	5	5	2
Children's Clothes	1	2	–
Audio	1	8	2
Fabrics	1	–	–

EXPLORATION SITES	Number of Students		X
	1977-78	1978-79	1979-80
RON'S MACHINE SHOP, Machinist	-	4	9
ST. FRANCIS HOSPITAL, Fiscal Services	2	-	-
Housekeeping	-	-	-
Medical Records	1	2	-
Personnel	-	1	1
Physical Therapy	2	13	6
Public Relations	-	1	-
Radiology	1	4	1
RN	6	3	-
Respiratory Therapy	1	3	-
Data Processing	-	1	-
Social Service	-	-	5
SALVATION ARMY DAY CARE	5	-	-
SAWYER OPTICAL DISPENSARY, Optician	4	4	-
KEETH SKEELS, Architect	2	2	1
SKY CRAFT, INC., Aircraft Mechanic	9	4	6
SMITH SIGN CO., Commercial Art	-	3	3
SPERRY NEW HOLLAND, Personnel	-	3	2
STORMS TRAINING STABLES, Horse Training	-	7	2
SWANSON NURSERY, Nursery Operations	6	-	-
TINY TOT MANOR, Child Care	-	12	9
TRI STATE TRANSMISSION, Transmission Specialist	-	-	3
TRINITY LUTHERAN CHURCH, Minister	1	2	2
U. S. AIR FORCE	4	6	3
U. S. ARMY	4	3	1
U. S. MARINES	1	4	4
U. S. NAVY	3	7	2
U. S. NATIONAL WEATHER SERVICE, Meteorologist	4	3	3
U. S. POST OFFICE, Clerk-Carrier	3	2	8
VAN'S ELECTRIC, Electrician	3	3	8
VETERANS ADMINISTRATION HOSPITAL, Pharmacist	1	4	-
WALNUT JUNIOR HIGH SCHOOL, Home Economics	1	2	2
Physical Ed.	2	4	2
Drama	1	1	-
Math	1	1	4
Art	-	2	2
Music	-	1	-
English	-	2	3
CNSSP	-	-	1
Social Studies	-	-	1
Science	-	-	1
WEST LAWN ELEMENTARY SCHOOL, 6th Grade	3	3	-
3rd Grade	4	1	5
2nd Grade	1	-	1
Kindergarten	4	3	3
5th Grade	1	1	-
1st Grade	2	-	4
WILSON CONCRETE, Operations & Management	1	-	-
YMCA, Recreation Specialist	-	5	4

Appendix BB

People Contacted in Projects - 1st Semester, 1979-80

Mitch Fowle - Tool & Die

Eaton Mfg. Co., Kearney, NE Supv. of Tool & Die
Baldwin Mfg. Co., Kearney, NE Personnel Dept.
Rockwell Mfg., Kearney, NE Drafting Supv.
Dramco, Mike Pitcher
VM Tool Co., Alda, NE Mr. Mortan
H & S Precision Tooling, Maurice Hassenplug
Hornady Mfg., Ken Moderow
Gifford-Hill Mfg., Verlin Goosic
Leon Chemical, Alda, NE, Mrs. Murphy
Chief Industries, Gary Rosacker

Chris Caldwell - Sales

Ace Hardware, Dave Jelinek
Western Shop, Dave Voss
Brandeis, Dixie Best
Hinky-Dinky, Larry Schroeder
J. C. Penney Co., Art Krick
Business Management Service
Marion's Casuals, Marion Brown
Baker-Christensen Realty, Sharon Gergen
Crown Shop, Carol Powell
Richman Gordman, Chris Bauman

Sandi Foster - Sales

J. C. Penney Co., Mr. Crick
Flowerama, Lucy Petring
Midwest Audio, Al Whittaker
Austin's Furniture, Bill
Jack & Jill, Rich Keeler, Mgr.
Farmers Insurance Group, Julie Muirhead
Brodkey's Jewelry, Ron Schummer
The Vogue, Mr. Walgreen
Lerners, Miss Husman
Baker-Christensen Realty, Sharon Gergen

Larry Hansen - Electrician

Kinman Chevrolet
Ensley Electric
Future Electric
Mettenbrink Electric
Kruse Electric
Mr. Max Borsen
Craig's Electric Service, Alda, NE
Navy Career
Mr. Dey, Senior High

Judy Jelinek - Sales

Nash-Finch Company, Mr. Gross
Town & Country Realty, Bessie Dubois
Gateway Realty, Dorothy Strehle
Mrs. Judy Ritter - Avon
Beckler-Cavenee Realty & Insurance, Mary
Prudential Insurance, Jim Pasco
United Furniture, Roy Edwards
Marion's Casuals, Marion Brown
Century Chrysler Company, Kym Dickmeyer
Kinman Chevrolet
Central Nebraska Technical Community College Area, Larry

Mike Lyons - Construction

Molle Home Improvement, Bob Molle
Theasmeyer Home Building, Delbert Theasmeyer
Mid-Continent Enterprises, Glen Wilson
Haile Construction, Lori Kopp
Essink Brothers Construction, Roger Essink
Central Technical Community College Area, Tamie Plambeck
Wheeler Construction, Bob Wheeler
Chief Construction, Carla Meyer
John Claussen & Sons, Earl Claussen
Hooker Construction, Lawrence Kurg

Lori Maisch - Counseling

Dr. Mike O'Neill
Reverend John Riende
Miss Silver, Senior High Counselor
Mr. Garrels, Junior High Counselor
Department of Public Welfare, Ron York
Lutheran Family Service, Mr. Coleens
Juvenile Probation Officer, Gayle Bradley
Alcohol Information Center, Dick Stalker
Progress School, Bob Lowenstein
Mental Health Center, Marriage Counselor, Frank King
Mental Health Center, Drug Counselor, Tom Matthews

Kathy Ostrander - Art

Mrs. Kay Grimminger, Barr Jr. High
Miss Sally Olsson, Senior High
Beehive Crafts
Art-Kraft Sign, Roger Kiser
Warehouse Gallery, Virginia Rinder
Patchworks, Connie Thomazin
Mr. Rod Shada, Counselor, Senior High

Craig Stine - Railroad & Construction

Union Pacific Trainmaster, Mr. Horack
Union Pacific Conductor, Dale Wiese
Union Pacific Freight Agent, Fred Matulka
Mr. Charles Fox, Carpenter
Mr. Jim Reed, Carpenter
Spelts-Schultz Lumber Company, Dick Bass
Franzen Construction
Haile Construction, Lori Popp

Gordon Svoboda - Occupations Not Requiring College Education

Sperry-New Holland, John Schulte
Union Pacific Yards, F. P. Matulka
Doonan Truck, Mike
Leon Chemical, Alda, NE, Mrs. Murphy
Hornady Mfg., Ed Heers
Chief Industries, Carol A. Meyer
United Parcel Service, Mike Ferzely
State Department of Roads, Bill Parish
Missouri Valley Construction, Joe Thoendel
Gifford-Hill Mfg., Bruce in Accounting

Jon Thomazin - Priesthood

Bishop of Grand Island Diocese, Lawrence McNamara
Reverend James O'Kane, St. Leo's Catholic
Reverend Harold Kurtenbach, Resurrection Catholic
Reverend Robert Foster, St. Mary's Catholic
Reverend Mullowney, Blessed Sacrament Catholic
Brother Becker, O.S.C., Crosier Monastery
Progress School, Bob Lowenstein
Baumann Home, Pat Wissel
Mid-Nebraska Mental Health Center, Dave Stull
Dr. Mike O'Neill
Mr. Marion Schutte, Senior High Counselor Director

Jeanne Eby - Dental Assistant

Dr. Janulewicz, D.D.S., Valerie Kalkowski
Community Development Agency, Jerri Garroutte
Dr. Mack, Orthodontist, Diane Larson
Dr. Powers, D.D.S., Joyce Welch
A. J. Luebs, Attorney, Rose Zlomki
Dr. Janda, D.D.S., Tammi Carlson
Dr. McElroy, D.D.S., Cindy Schmitz
Stephen-Ryder-Wenger Insurance, Kay Marik
Sue Hraban - Dental Hygienist

Mitch Hultquist - Pilot

Anderson Aviation, Todd Smith
Air Nebraska, Mr. P. Makey
Exec-Air, Inc., Glen Baker
Air Wisconsin, Dave Loske
Frontier Airlines, Glen Emmons
Sky Craft, Inc., Frosty Forst
Air Tower-Grand Island Airport, Nick Stamos
World Radio, Scott Norton
Midwest Audio, Al Whittaker
Team Electronics, Bill Spanel

Dan Sample - Partsman & Construction

Kinman Chevrolet, Tom Kinman
Diers Motor, Bill Knuth
Red Rooster Sales, Ed Dingwerth
Friends Motor Supply NAPA, John Vredeveld
Doonan Truck, Mike Milhon
Greenline Equipment, Inc., Lynos Rerucha
Toner's, Inc., Larry Toner
Massey-Ferguson, Inc., Vern Thorson
Lincoln Equipment, Sam Dalton
Meyer's Farm Equipment, Dick Kittridge

Paula Winkler - Field of Home Economics

St. Francis Hospital, Jan Wadell
Hall County Extension Office, Jane Decker
Pin Cushion, Alice Kosmicki
Hall County Health Department, Warren Kohtz
Miss Lois Bloem, Senior High
Mrs. Beverly Harvey, Senior High
Grand Island Beauty School, Nancy Milbourne
Beauty School of Expertise, Carole Marler
Mrs. Katie Despins, Beautician
Baumann Home, Jan Thayer

Tina Sargent - Secretary

A. J. Luebs, Attorney, Rose Zlomki
Gateway Realty, Emily Shewanick
Diers Motor, Mary Lou Russell
Newell Elementary School, Kay Determan
Walnut Junior High School, Agnes Ayoub
Dr. Camplin, D.D.S., Mrs. Fowle
Lutheran Hospital, Linda Benson

Terri McGee - Teaching & Day Care

Children's Cottage, Kathy Cleveland
Children's Village, Mrs. Sader
Montessori, Mrs. Henke
Mrs. Jan's Pre-School & Day Care, Mrs. Rojewski
St. Paul's Church Pre-School, Mrs. Peterson
Trinity Lutheran Church Pre-School, Mrs. Greenwood
Hall County Department of Welfare, Mrs. Buhr
Wockypatch Pre-School, Karleen Beckman
Tiny Tot Manor, Aletha Lindsley
Mary Moppet Day Care Center, Mrs. Thompson

Ben Martin - Radio & TV Announcing

KROA, Doniphan,NE, Herb Rosehart
KRGI, Roger Dodson
Nebraska Radio Telephone Systems, Charles Odden
Northwestern Bell Telephone Company Robert Obst
KHAS-TV, Joe Martin
Bellows Outdoor Advertising, Shirri Caroff
Art-Kraft Sign, Brian Nipp
Nebraska Job Service, Bob Kral
Department of Public Welfare, Ron York

John Armour - Law Enforcement & Building

Nebraska State Patrol, Mr. Long
Grand Island Police Department, Lt. Shum
Arends Auto Service, Jim Arends
Cornhusker Toyota AMC Jeep, Dale Tuttler
Kruse Electric
McElroy Company, Inc. Jim McElroy
Spelts-Schultz Lumber Company, Dick Bass
Ranchers Building Materials Center, Les Green
Grand Island Street Department, Walt Vagerson

Tony Meister - Musical Instrument Repair-Auto Repair

Vehicles Unlimited, Paul Woods
Hesselgesser's, Inc., Bob Potter
Prairie Datsun, Dave Middleton
Century Chrysler-Plymouth, Inc., Dave Middleton
E.N. Roe Buick, E.N. Roe
Cornhusker Toyota, Scott Timmerman
Carlgren Music, Robert Carlgren
Ron's Music, Ron Jones
Molzer Music, Jack Munsen
Midwest Piano & Organ, Bobby Mills

Ron Zichek - Construction Occupations

Honore Kennels, Nina Honore
Grand Island Veterinary Hopsital, Dr. Wampler
Van's Electric, Bob Lilienthal
Redman Homes, Inc., Gary Smith
Geist Masonry, Daryl Stephens
Maret Plumbing, Harry Smith
Chicago Lumber Company, Jerry Crumrine
Chief Construction
Concept Fiberglass Homes, Bob Anderson
State Steel Supply, Marion Murphy

Appendix CC

People contacted in projects - 2nd Semester, 1979-80

Cindy Cochnar

Welfare Office, Margret Smith
Children's Cottage, Kathy Cleveland
Montessori, Trudy Wissbaum
Wocky Patch, Karleen Beckman
Trinity Lutheran, William Chandler
Mrs. Jans, Jan Rojewski
Francis Burger, home day care
Jo Pickett, home day care
Suzie Dunn, home day care
Head Start, Norma Dubbs

Rod Ewoldt

Haile Construction, Lori Popp
Lacy Building & Supply, Ted Lechner
Essink Brothers, Roger Essink
Plains Contracting, Frank Frandsen
Spelt-Schultz, Dick Bass
Graham Construction, Gary Graham
Elliotte All Weather Surface, Jeff Berghol
Wiley Construction, Scott Tobin
Redman Industry, John Guzinski
Lawrence Thompson Construction, Jeff Morris

Kindy Fisher - Nursing

Surgical, Betty Dethloff
Home Health Care, Marlene Fischer
Pediatric Nurse, Peg Stemson
RN, Lois Ziola
LPN, MaryLou Kucera
Industrial, Dean Clemans
Ambulance, Tom Stearly
School Nurse, Mrs. Howard
Student Nurse, Cheryl Tagge
Shift Supervisor, Caroline Cezy

Rhonda Gauthier

Mrs. Junkers
Mrs. James
Christi Laurie
Mary Anne Richards
Bob Lowenstein
Doris Silver
Kelly McBride
Kim Mack

Jon Rojewski

Owls Auto Parts, Lloyd
Molle Home Improvement, Bob Molle
Greens Body Shop, Bud Sims
Vintage Motor Supply, Dick Alexander
Arends Auto, Jim Arends
Friends Motor Supply, Dutch Fredenstein
Ron's Transmission, Ron Alexander
Wheelers Construction, Bob Wheeler
City/Light Dept., Don Beacom
Lacy Building, Kathy Christensen

Karma Swantkoski

Dody's Beauty Salon, Dody Lochnit
Command Performance, Linda Schick
Yancey Hotel, Kathy Vowers
Regis Beauty Salon, Francis Niedfeldt
Action Concepts, Ron Lukesh
Independent, Dennis Grundman
Bailey Studio, LaVerne Fuller
Stuhr Museum
Mr. Fraiser

Wendi Bolles

Nash Finch, Richard Sor
Allens Self Service, Dorothy Salyard
New Holland, Dick Zastrow
Diamond Engineering, Dorothy Yound
Heinzman Engineering, Pat Hutchison
Kriz Davis, Gloria Otradosky
Thompson Candy, Rodger Kutcohkau
Countryman, Gary Wieck
Larson, Ron Becker
CTCCA, Ron Stanhote

Alecia Hooper

Belmont Beauty Salon, B. J. Kosmicki
Circle of Beauty, Pat Willman
Expertise, Jackie Heupel
Command Performance, Linda Schick
Regis, Francie Niedfelt
Flair Beauty Salon, Roseanna Bader
Jo's Beauty Salon, Carolyn Harmon
Hair Hut, Roxanne Phelps
Sally's, Sally Etherton
Hair Affair, Jody Gray

Lynn Horst

State Patrol, Lt. Jensen
Corrections Director, Ruben Loos
Police Department, Berrell Shun
F.B.I., Bill Fisher
Law Enforcement Training, Rick Garcia
Alcohol Information Center, Alice Gulzow
Vista Legal Aid, Kevin Russer
Goodwill Industries, Tina Heinz
Welfare Office, Margie McClaren

Lisa Michalski

Aileen Gruendel, psychologist
CNSSP, Bob Shanks
Family Planning, Beth Walker
Lutheran Social Services, Rev. Wm. Cowan
Council on Alcoholism, Alice Gulzow
United Way, Crystal Schwieger
Children's Village, Mr. & Mrs. Fader
Displaced Homemakers, Glenda Brown
Retired Senior Volunteers, Carol Schmidt
Vista, Kevin Ruser

Kay Nouzovsky

Redman Industries, Jim Fiaco
Nebraska White Trucks, Jerry
Briggs Transportation, Jerry Mahony
Sullivan Transportation
Brown Transfer Company, Carrel
TFS Trucking, Traffic Manager
Thompson Candy
Monfort, Bill Summers
Doonan Truck, Mike Milhon
Bee Line, Dave Pokorney

Stacey Brown

St. Paul Lutheran pre-school, Mrs. Beckman
Knickrehm School, Mrs. Putjenter
Gates School, Mr. Dreilling
Wocky Patch, Mrs. Beckman
Mrs. Jans Pre School, Mrs. Rojewski
Montessori, Mrs. Henke
YWCA, Mrs. Smith
Children's Cottage, Cathy Cleveland
Head Start, Mrs. Duncan
Mrs. Johnson, private day care

Dena Lechleitner

Kelly Law Office, Debra Sweley
Thompson Candy, JoAnne Miller
Lutheran Hospital, Lynette Jolkowski
Buck's Moving, Kristy Bettes
Sr. High School, Kelly McBride
Delicious Foods, Marge Creason
Sheet Metal Specialty, Ann Goodwin
E.F.D., Nancy Schleichardt
Daly Realty, Jo Billar
H & H Distributing, Dorothy Julian

Dave Long

Diamond Engineering, Lloyd Romine
Bureau of Reclamation, Mr. Gelpin
Chief Industries, Gary Warner
Fish & Wildlife, Mark Wilson
St. Francis, John Rose
City Electric, Sewer & Water, Mr. Thomas
Bost Pharmacy, Mike Wanek
Subsurfco, Leo Bonneau
Gary Shovlain
Walgreen Drug, Jim Heinz

Melanie Norman

Hovland-Swanson, Jan Moore
Country Kitchen, Jim Holt
McDonald's of Central Nebr., Lyle Manchek
Midtown Holiday Inn, Rhonda Ganow
First National Bank, Mrs. Vokoun
Chamber of Commerce, Dick Good
Seiferts, Karen Lachnit
Sears, Mr. Astle
Chief Industries, Carol Meyer
Baker Christensen Realty, Mr. Chirstensen

Peggy Onnen

Stuhr Museum, Viola Ewoldt
Fonner Park, Dr. Leslie
Platte Valley Kennels, Clayton Beetle
Fish Gallery, Nadine Matthews
Tropical Paradise, Anna Hogan
G.I. Vet. Clinic, Dr. Wompler
Earl May, Denise Mertz
Pretty Poodle Parlor, Cindy Saunders
Lakeside Kennels, Margret Potters
Family Pet Clinic, Dr. Kimbrough

Rick Perrelet

Vintage Motors, Dick Alexander
G. I. Body Shop, Gary Lantzer
Clayton Peterson Automotive, Clayton Peterson
D & M & B Automotive, Doug Jameson
S & E Precision Motors, Rick Reynolds
KGIN TV, Stan Linnertz
Horizon Cable TV, Terry Robinson

Tony Pascoe

Clayton Peterson, Sam Cade
Moons Auto, Ron Grin
Kramers, Leroy Kramer
Performance Tire, Matt Hoffman
Ruzicka Carb., Mr. Ruzicka
Doonan Truck, Mike Milhon
Buck's Moving, J. R. Speise
John Baasch Welding, Doug Brown
Anderson Avaition, Roger Pond
Air Nebraska

CAREER EXPLORATION
OF
GRAND ISLAND HIGH SCHOOL

FINAL EVALUATION REPORT
AND
EVALUATION REPORT 1979-80

BY
PAUL C. KENNEDY
AND
W.C. MEIERHENRY

JULY 1, 1980

EVALUATION REPORT

This final evaluation report will cover certain overall recommendations to other schools which might be considering a program such as Career Explorations. Suggestions will include such things as conditions for success of a similar program, characteristics of the Learning Manager and the Employer Relations Specialist (who may actually be the same person in a small school), and evaluation of tests used.

In addition, this report carries the typical year-end evaluation of the 1979-80 school year including the summaries of student, parent, and community surveys, standardized test results, and other types of evaluations.

CONDITIONS FOR SUCCESS FOR PROGRAMS SIMILAR TO CAREER EXPLORATIONS

The definition of career education which a school uses suggests the characteristics which that program will have. This is true because the agreed-upon definition does much to determine the objectives for the program which do much to identify the kinds of learning activities for students as well as determine who shall be involved in various roles. The definition of career education has not been "one for all seasons," nor have the objectives had unanimous agreement or endorsement in any program. Because "career education" has been an emerging concept, there has been much changing on the part of individuals, as well as programs. Persons interested in the initiation, development, and implementation of a career education program must take several steps in the decision-making process if the program is to be successful.

Support of Board of Education

The Board of Education, as the direct representative of the community, has the responsibility for establishing the policies which govern the schools.

The Board of Education must be informed of the activities in education which can enhance learning opportunities for students. They must also be kept aware of the quality of the programs in order to make the important decisions which give direction to the programs of the district. A Board of Education can do much to promote cooperation between the schools and the community. As they represent the community, they also represent the schools to the community, and the things the board does and says can contribute to the relationships of the school and the community.

As a minimum, therefore, some members of the board must be highly supportive of career education, especially if some members are neutral or negative. The Board must be kept informed of the project and the needs and purposes which it fulfills in the high school program.

Support and Involvement of Administrators

The administration is responsible for the leadership in regard to the total educational program. While individual faculty members champion their respective areas and can provide leadership in particular disciplines, it is the administration that must maintain balance, coordination, and, if necessary, motivation.

The superintendent of schools must be supportive of career education and communicate that support to the Board of Education. The high school principal and assistant principal must be highly involved, preferrably with one of them giving overall direction to the project. It is necessary that administrators have an understanding of the difference between teaching regular classes and involvement in Career Explorations.

Support and Involvement of Counseling Staff

In a senior high school where guidance programs have functions in the areas of information, inventory, counseling, placement, and follow-up services, the guidance personnel represent key persons in the success of a career education program. The history of guidance services has not been noted for attention to the world of work and only recently has occupational information come into focus in training programs. If a career education program is to be successful, the guidance personnel involved must be well aware and supportive of the goals and activities of career education as it functions in the building.

Because placement of students in the program along with many group and individual guidance activities are needed to make the program successful, there must be strong support from the head of counseling and his/her staff. The counseling staff should make use of information about students generated through tests and other evaluations and observations generated by the Career Explorations program activities.

Selection of Students

It is essential that the full range of student abilities, interests, and backgrounds be selected to participate in Career Explorations. If the program becomes identified as a "dumping ground" for failures, it will not survive long. There does not seem to be any other criteria for selection outside of the full range of students except most students who have no goals beyond day to day survival probably will not succeed in Career Explorations any better than they would in any other class. Although juniors and seniors are closer to work experience and should be more highly motivated, it has been found that sophomores can be successful in the program.

Community Sites

It is essential that a school which wishes to develop a Career Explorations project must have available a range of community sites to serve the wide range of student needs. These community sites need not necessarily be in the same community as the school, but they must be near enough so that students can get to them conveniently. Not only must the work sites be available, but persons at each of the work sites must be present who have interest in the program and empathy for the students. In order to avail misunderstandings with individuals at the community sites, it would be desirable to develop a handbook dealing with the purposes of the program and the responsibilities and obligations of all individuals concerned with the project.

Orientation to Program

Each new group of students (and preferably their parents also) must be oriented to the purposes of the program and activities and responsibilities of the students. All of the activities of Career Explorations are important, but it is especially so for appearance at and participation in community sites.

Staff Support

In a 1976 publication entitled "Teachers and Career Education," Kenneth Hoyt, Director of the Office of Career Education in the U.S.O.E., stated:

"It is because I believe the career education concept is one that holds potential for bringing greater meaning and excitement to each professional specialty that I urge its consideration."

Surely this is a true statement; however, some teachers don't see the possibilities with the clarity that they see the difficulties, or for some reason career education is not seen as an essential part of their teaching. Programs cannot be held back until there is unanimity; however, teachers should be aware of the goals and activities of a career education program.

Whether they take advantage of the benefits that are available will be up to them as individuals. Therefore, support of all staff is desirable, but strong support is needed from teachers involved in Distributive Education and Trades and Industries.

Non-Instructional Staff

Another group within the school who can help support the career education program is the non-instructional staff. All of them, especially the secretaries and persons who handle telephone messages, should be acquainted with the goals and activities of the career education program. Students will be involved in different types of activities from those of a school without a career education program, and these differences need to be understood. The individualized nature of the students' activities in a career education program necessitates more body movement in a classroom, as well as student traffice, some of it in and out of the building. If the non-instructional staff is not aware of the nature of a career education program, they could misunderstand what is happening.

Resources

A wide range of print and non-print materials are needed dealing with the various occupations and professions. There must also be available individuals in the community who are in non-traditional roles and who are willing to discuss with students in Career Explorations about serving in such roles. Packets must be available dealing with various classroom dimensions of Career Explorations (schools should seek assistance from Grand Island High School about the packets and the possibility of using them).

Parent Support

Although widespread involvement of parents has been difficult to achieve in the Grand Island Career Explorations project for a variety of reasons, including both parents working, the success of the project requires parent involvement and support. Channels must be established for communicating with parents and promoting their involvement.

Transportation

Provisions must be made for transportation of students to the community sites. Experience has suggested that students providing their own transportation are more likely to be absent from the community sites than when transportation is furnished by the school. On the other hand, for the school to supply transportation is a costly activity. Some educators are recommending a four-day school week with one day for activities which would eliminate several trips a week.

Classroom Activities

First, it is desirable that close coordination be developed between the classroom and community experiences. One dimension of classroom activity which was found to be very important was time management. Not only must students practice good time management, but the Learning Manager should model good time management skills. Also, the writing of journals is very important and the necessity for maintaining confidentiality of the journals must be understood and respected. There are special skills in journal writing, and the Learning Manager must help students to gain such skills.

Advisory Committee

An advisory committee should be appointed to provide a sounding board for the staff of Career Explorations. Such an advisory committee can also serve as a communication link with the board of education and also the community. The members of the advisory committee should include males and females, representatives of the range of community employment opportunities, and ethnic minorities, if they exist in the community.

Necessary Competencies of an Employer Relations Specialist

I. Relationships with faculty at the school:

1. Be able to identify (i.e., name and describe) the major objectives or respective disciplines and how these can be related to a student's activities in a career education program.
2. Be able to describe the skills necessary for a student's success in the Career Education program and how these can be related to a student's activities in the regular curriculum of the high school.
3. Know the schedules of the school's activities, curricular and extracurricular, to avoid unnecessary conflicts of events that involve Career Education students.
4. Communicate with respective faculty members when Career Education students' performances merit or need the attention of these faculty members.
5. Be well acquainted with the services of the guidance program, i.e., inventory information, counseling, placement, and followup.

II. Relationships with students:

1. Have a good knowledge of students' activities, interests, achievements, and circumstances so that appropriate expectations and experiences can be developed.
2. Communicate with the students in effective ways to assure their understanding of their opportunities and their responsibilities.
3. Have a relationship with the students that encourages their indicating concerns and senses of satisfaction to the Employer Relations Specialist.
4. Be objective in the evaluation of students' performances so that their confidence is secured and evident in the interactions.
5. Maintain good records of students' experiences to avoid misunderstandings and to give appropriate credit when due.

III. Relationships with employers:

1. Be acquainted well enough with the world of work to recognize and use the appropriate steps to take in contacting employers, visiting with them about the Career Education program, and maintaining good working relationships throughout the experiences.
2. Know the economic and business characteristics of the community well enough to converse intelligently with the employers about their activities, successes, and problems.
3. Provide information about the program, the students, and the school so that employers will feel confident about participating in the program.
4. Be available and receptive so that employers feel that their recommendations, suggestions, and questions are appropriately considered by the Employer Relations Specialist.
5. Maintain good records of sites, i.e., owners, managers, phone numbers, addresses, whom to contact.
6. Be able to discuss problems in an objective and satisfactory manner so that employers' confidence and cooperation are maintained.

IV. Relationships with Parents and/or Guardians:

1. Be able to put the other person in a comfortable position so that effective communication can take place in conferences.
2. Maintain contact in conferences or in writing with the parents to that they are acquainted with the program and have opportunities to raise questions, or provide input.
3. Have sufficient knowledge about the students' activities, interests, abilities, and ambitions so that the parents recognize the Employer Relations Specialists' interests in their students.
4. Recognize the variety of circumstances or environments from which students come and adjust expectations and activities appropriately.

V. General Competencies:

1. Function as a member of the team, i.e., with the administration, guidance department, advisory groups, and other Career Education personnel.
2. Be able to speak before groups, e.g., clubs and parents, in the community to describe the program to its advantage.
3. Organize time and activities so that the best use of them are made in the classroom, in conferences, in meetings, and elsewhere.
4. Skilled in interpersonal and community relations so that the program is well represented at every opportunity.
5. Perform the necessary public relations role by communicating with media personnel in appropriate ways.

Necessary Competencies of Learning Manager

I. Relationships with faculty at the school:

1. Ability to convince staff that program will not take students from their classes.
2. Willingness to share materials developed as well as other resources with other teachers.
3. Ability to communicate purposes of program to other teachers.
4. Ability to demonstrate success of program to other teachers.

II. Relationships with students:

1. Ability to communicate with all students but requiring that they do their work accurately and perform well.
2. Empathy for all types of students.
3. Sensitive to sexist roles.
4. Receptive to the needs of students, but not governed totally by them.
5. Ability to identify students' feelings, home conditions, and general attitude toward themselves.

III. Relationships with the community:

1. Wide knowledge of the community and its resources.
2. Keep up with trends in the community, i.e., flex time.
3. Be knowledgeable about the demands of the community sites.
4. Be sensitive to the legal and other responsibilities of those involved in the community sites.

IV. Relationship with parents and guardians:

1. Sensitivity to communication with parents and other adults.
2. Frequent reporting to parents on progress being made by their student.
3. Ability to communicate purposes of program and responsibilities of students in the program.
4. Solicit feedback and respond to parents' suggestions in regard to the program.

V. Instructional skills:

1. Ability in and support of individualization.
2. Basic knowledge of job clusters.
3. Technical skills in handling media projection equipment.
4. Ability to listen and discuss variety of topics, many of which are controversial.
5. Design, development, and modification of packets.
6. Knowledge about tests and how to administer and interpret their results.

VI. General competencies:

1. Possess a good sense of humor.
2. Display enthusiasm.
3. Demonstrate flexibility.
4. Have initiative, independence, and pride in themselves but willing to accept the idea of others.

VI. General competencies (continued):

5. Prior work experience in some other field besides teaching where a 40-hour week was worked.
6. Demonstrate good time management skills.

Tests Used in Career Explorations

Shown below are the tests used during one semester or more of the three years of Career Explorations. The evaluations which are made are related only to the usefulness of the tests in Career Explorations as developed in the Grand Island Public Schools and do not evaluate in any other way the value of the tests in other situations and for other purposes.

High School APL Survey - published by the American Testing Program.

Coopersmith Self-Esteem Inventory Form A - by Stanley Coopersmith, 936 Dewing Avenue, University of California at Davis, 1975.

Jackson Vocational Interest Survey - by Douglas N. Jackson, Research Psychologists Press, Inc., 1977, Port Huron, MI 48060.

New Mexico Career Oriented Activities Checklist, Copyright 1973 by Monitor.

SRI Attitude Toward School Scale - Revised Secondary, G.M. Hoeltke, Copyright 1972, Selection Research Inc.

Strong-Campbell Interest Inventory - Dr. Edward K. Strong, Jr., Stanford University Press, Stanford, CA 94305.

Career Assessment Inventory (CAI) - Dr. Charles B. Johansson, NCS Interpretive Scoring Systems, PO Box 1416, Minneapolis, MN 55440.

Talent Assessment Profile (TAPS) - PO Box 5087, Jacksonville, FL 32207.

Armed Services Vocational Aptitude Battery - Military Enlistment Processing Command, Ft. Sheridan, IL 60037.

Adjective Evaluation of Above Mentioned Tests

High School APL Survey is a 40 question test which gives the student an idea of where his basic academic skills and life skills are compared to his peers. Students are motivated by the type of questions used in the test. A quick screening device that can be used by the counselor when the student is registering for courses for the coming semester or school year.

Coopersmith Self-Esteem Inventory is excellent when used in a counseling session with a counselee. It tells the student how he feels toward his parents, peers, himself, school, and his truthfulness. It really helps the student to see himself in relationship to his self-concept and others in his environment.

Jackson Vocational Interest Survey was used only one semester in C.E. The advantage of this test is that students can score it themselves and get immediate feed-back as to the results. The survey is divided into 34 general areas and not into particular or specific occupations as some other interest tests. Again from a counseling relationship it provides for a lot of interaction between client and counselor. Some persons would say the vocabulary is more difficult than other interest surveys, but the reading specialist did not see a significant difference between the Jackson and the Strong-Campbell in reading difficulty.

New Mexico Career Oriented Activities Checklist provided more information to the C.E. Project and Career Education. The test's main objective is to indicate what steps a student has to help make an occupational decision. The sub-objectives measured are:

I. Consulted various sources of information about occupations.
II. Engaged in activities that would provide information.
III. Obtained high school training needed for occupation being considered.
IV. Made definite plans regarding what will be done upon graduation.

It takes 20 minutes to take the test and is hand scored. If the student's score is low, he knows he needs help and the test statements tell him ways to begin gathering information.

Attitude Toward School Scale provides information on how the student feels about school. It has 22 questions and takes a few minutes to take. It is hand scored and gives the teacher and counselor immediate feed-back on what turns the student "on" and "off" in school. It is an excellent source for the teacher and/or the counselor for providing information for discussing between student and staff member. It's usefullness would be dependent upon the objectives of the career curriculum. Here in the C.E. project we did focus on attitudes. The scale did tell if the student would be cooperative in his school endeavors.

Strong-Campbell was the interest survey used the most. The weakness of this survey is that it deals with occupations that mainly require a college education. The strength is the information a student receives about himself as related to the six general themes. It is computer scored, cost is above average, and service is fast.

Career Assessment Inventory on the other hand deals mainly with occupational scales that do not require a college education. This inventory was used only on an experimental basis. If one is to provide information to a student, giving the student the Strong-Campbell and the Career Assessment Inventory would allow the student more flexibility in explorations.

Talent Assessment characteristics were to measure functional capacities applicable to things and materials in the world of work. It also provides an intelligence quotient as it relates primarily to capacity to apply logic in solving problems in the field of intangibles. It provides reasonable guidance for low level service work, medium level service work, high level technical service and maintenance work, and professional technical work. The assessment requires training to give it and consumes time. Students become motivated by its uniqueness and it allows girls to become familiar with non-traditional working occupations. The assessments measure structural visualization, discrimination areas, dexterity with and without tools, visualizing flow paths, and retention of structural detail. The teacher in the C.E. project feels this assessment well worth the time spent on it.

Armed Services Vocational Aptitude Battery is excellent for those who are interested in the military. It is a long test requiring a lot of time. The scoring process or the return of the results to the students varies, but our experience has been 3 to 8 weeks. Again, most effective with those who want to take it.

Students like to do the pre-testing, but during a post-test really lack motivation. We question if students really try to do their best.

Major Findings of Evaluation
Career Exploration
School Year 1979-80

There were five program goals identified for the Career Explorations Project in Grand Island High School. They were:

1. Expanded places and ways for students to learn.
2. New and different learning experiences for students.
3. Community involvement in providing learning experiences.
4. Activities for the high school staff.
5. Activities for the Career Explorations staff.

Goals 1 and 2 in regard to student goals were designed to be met through seven program objectives. Each of the seven program objectives were to be met through certain activities and each was to be evaluated through tests, opinionnaires, interviews, and observation. General conclusions about these two goals are as follows:

1. Program objectives related to occupational information including personal and educational characteristics were achieved to a high degree as measured by a variety of techniques.
2. Personal development including positive self image and positive image toward school was met to positive but lesser degree.
3. Development in basic skills such as reading, writing, and problem solving showed mixed results with more often than not no significant differences being achieved.

Goal three on community involvement was met to a high degree. Approximately 140 sites involving 90 businesses were recruited. In the responses made to the Community Opinionnaires, a very positive attitude was expressed toward Career Explorations, including a desire to continue to participate.

Goal four, which called for involvement of the high school staff, has not been met to as high degree although there have been many contacts made by Career Explorations staff with the remainder of the high school staff. In addition to speaking to many classes, many teachers borrowed various resources found in the Career Explorations Resource Center. Some of the classes to which presentations were made included business education, marketing, trades and industries, special education, foreign language, and English and the Progress School.

The fifth goal related to activities for the Career Explorations staff was met to a high degree through weekly staff meetings and attendance at and participation in state, regional, and national meetings. Minutes of the staff meetings indicate a wide range of topics discussed and decisions made concerning various aspects of Career Explorations.

The overall conclusion reached is that the five goals were generally met with some being met to an extremely high degree while others were met to a lesser but positive and acceptable level.

INTRODUCTION

Two evaluators were involved in the assessment of the Career Explorations Project during the 1979-80 school year. They were W. C. Meierhenery and Paul Kennedy. Each had a contract with the Project to perform certain duties, and Kennedy also performed certain duties under Meierhenry.

Meierhenry was considered to be the general overall evaluator of the project assisted by Kennedy. There was a clear division of responsibilities inasmuch as Meierhenry had the responsbility for the overall evaluation design and was also responsible for evaluating the in-school individual and group learning projects generally under the supervision of the Learning Manager. Kennedy was responsible particularly for evaluating those aspects of the program which related to the community sites under the supervision of the Employer Relations Specialists and, in addition, the relationship of the Project to the total Grand Island High School Program, including the staff.

In order to fulfill their obligations to the project, the evaluators planned to visit the project one day a month. On some occasions, the two evaluators traveled together to Grand Island while on a number of other instances each evaluator visited the project separately. In addition to the visits to Grand Island, the evaluators communicated frequently by telephone with the Grand Island staff and had face to face sessions with each other.

EVALUATION DESIGN

The evaluation design followed to a considerable extent the suggestions made in the publication Evaluation and Educational Decision Making: A Functional Guide to Evaluating Career Education.[1] Among the activities undertaken for the first year was the development of a grid similiar to that found on page 21 of the above mentioned publication.

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[1] Evaluation and Educational Decision-Making: A Functional Guide to Evaluating Career Education. Prepared for U.S. Department of Health, Education, and Welfare Office of Education by Development Associates, Inc., Washington, D.C.

Consistent with the evaluation guide, program objectives were developed in the summer of 1977 with the help of a consultant from the Northwest Regional Laboratory. As one follows across the grid, the program activities to implement the program objectives are found, the intended participants, and finally the manner in which the objective will be evaluated. Standardized instrument(s) were identified with each objective. Two of the standardized tests selected were recommended in the Evaluation and Educational Decision Making[2] guide. Other tests were selected which it was believed would measure some of the impacts of Career Explorations.

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[2] Ibid, p. a-16 and a-20.

Program Objectives/Participant Group Table

Revised 3/79

PROGRAM OBJECTIVES	GRADE LEVEL	PROGRAM ACTIVITY		PROGRAM PARTICIPANTS	EVALUATION
1. Critical thinking-increased ability to gather, analyze, and interpret information and seek solutions to problems.	10 11 & 12	1. Project 2. Exploration 3. Journal 4. Accountability system 5. Packet on Employability 6. Packet on non-traditional Roles 7. Packet on Public Agencies 8. Cluster Packet 9. Survival Skill Packet 10. Weekly Time Sheet	XX X X X X X X X X X	Sophomore, Juniors, and Seniors from Senior High School, Central Catholic and Grand Island Northwest.	1. Problem solving knowing how to find solutions to practical problems (section on APL)
2. Personal/Social development-increased ability to understand and accept responsibility for self, personal behavior and effects of actions and attitudes on others.	10 11 & 12	1. Project 2. Employability Packet 3. Group Guidance 4. Journal 5. Assessment 6. Accountability system 7. Non-traditional role packet 8. Weekly Time Sheet 9. Survival Skill Packet	XX XX XX XX XX XX X XX XX	Same as "1" above.	1. Measure of self-esteem. (Coopersmith Self-Esteem Inventory)
3. Communication Skills-increase one's ability and confidence in interacting with other people.	10 11 & 12	1. Project 2. Exploration 3. Group Guidance 4. Journal 5. Assessment 6. Cluster Packet 7. Public Agency Packet 8. Employability Packet 9. Weekly Conference w/LM 10. Weekly Time Sheet	X XX XX XX X XX XX XX XX XX	Same as "1" above.	1. Questions on student questionaire. 2. Writing (area of writing on APL.)
4. Self related to jobs-increased knowledge of personal aptitudes, interests and abilities as applied to potential career interests.	10 11 & 12	1. Project 2. Exploration 3. Group Guidance 4. Journal 5. Assessment 6. Cluster Packet 7. Employability Packet 8. Packet on non-traditional roles (continued)	X XX X X XX XX XX X	Same as "1" above.	1. Career-Oriented Activities Checklist (New Mexico Career Education test)

Program Objectives/Participant Group Table

Revised 3/79

PROGRAM OBJECTIVES	GRADE LEVEL	PROGRAM ACTIVITY		PROGRAM PARTICIPANTS	EVALUATION
4. Self related to jobs - (continued)	10 11 & 12	9. Parent test result form 10. NCIS 11. ASVAB 12. TAP	X XX XX XX	See Page 1/#1	See Page 1/#4
5. Job application and job finding skills-increased dependability and general skills in job finding, job application and on-the-job negotiations necessary in daily work interactions.	10 11 & 12	1. Project 2. Exploration 3. Packet on Employability 4. Seminars 5. Packet on Clusters	X X XX X X	See Page 1/#1	1. Career Oriented Activities Checklist (New Mexico Career Education Test)
6. Knowledge of career rewards, training needs and program including basic skills-increased psychological inducements, preparation programs in potential careers.	10 11 & 12	1. Projects 2. Exploration 3. Seminars 4. Assessment 5. Packet on Clusters 6. Packet on Employability 7. Packet on Non-traditional Roles 8. NCIS 9. ASVAB 10. TAP	X XX XX X XX X X XX XX XX	See Page 1/#1	1. Career Oriented Activities Checklist (New Mexico Career Education Test)
7. Develop awareness of sex/racial stereotyping-provide information based on adult roles rather than sex or racial roles.	10 11 & 12	1. Projects 2. Exploration 3. Seminars 4. Group Guidance 5. Journal 6. Packet on Non-traditional Roles 7. Packet on Clusters 8. Films & filmstrips 9. NCIS 10. TAP	X X X XX X XX XX X XX XX	See Page 1/#1	1. Appointment of committee utilizing criteria to judge sex/racial role bias. 2. Selection of sites where men/women minorities are employed.

XX Primary strategy to accomplish goal
X Secondary strategy to accomplish goal

STUDENT OPINION SURVEY

With the conclusion of this phase of the Career Explorations Project, it is possible now to compare the opinions of students over six semesters. It is interesting to note that the third year student evaluations represented some of the lowest as well as highest responses to the various questions. The students in Career Explorations the first semester of 1979-80 gave the program some of the lowest evaluations it received over the six semesters while the second semester of 1979-80 some of the most positive evaluations were made. These differences may be due to certain reasons among those being the possibility of a somewhat different group of students and the illness of Sandy Olson (and her baby) which no doubt contributed to some uncertainty on the part of students as to who was in charge. The trend over the three years was for the first semester evaluations to be lower than the second. It is hypothesized that a part of such differences were due to the addition of second semester sophomores in the second semester and the difficulty of attracting sophomores the first semester because they were still enrolled in Junior high schools when selections were made.

Taken as a whole over the three years, one would have to judge that student evaluations of Career Explorations were very positive. Responses to such questions as "I have enjoyed participating in Career Exploration", "I have learned a lot about career opportunities for the future", "I learned a lot while participating in Career Explorations", "Career Explorations has made me more aware of the world of work", "I understand the difference between traditional and non-traditional roles", and "I feel I can communicate better with adults" all obtained a mean score of above "4" over the six semesters. The latter evaluation, communication with adults, was a particularly satisfying positive response since the development of such communications was an important goal in Career Explorations.

Career Explorations

Student Survey Results

Mean Score

	Semesters					
	1st 77-78	2nd 77-78	1st 78-79	2nd 78-79	1st 79-80	2nd 79-80
1. I have enjoyed participating in Career Explorations.	4.12	4.20	4.05	4.40	3.80	4.43
2. I have learned a lot about career opportunities for the future.	4.54	4.47	4.34	4.74	4.10	4.52
3. I had enough choice in selecting the kinds of community resource sites I wanted to explore.	4.12	4.11	4.86	4.42	3.69	4.08
4. I was kept informed as to my progress in Career Explorations.	4.37	4.11	4.00	4.34	3.96	3.95
5a. I felt welcome in the community site 1.	4.45	4.37	4.24	4.52	4.33	4.59
5b. I felt welcome in the community site 2.	4.50	4.29	4.42	4.25	4.17	4.59
5c. I felt welcome in the community site 3.	4.47	4.41	4.16	4.35	4.17	4.36
5d. I felt welcome in the community site 4.	4.25	4.33	4.22	4.51	4.46	4.23
5e. I felt welcome in the community site 5.	4.40	4.45	4.31	4.46	4.25	4.45
5f. I felt welcome in the community site 6.	4.25	4.25	4.29	4.52	4.15	4.29
6a. At community site 1, I was able to do things rather than just listen.	3.58	3.90	3.72	3.73	3.48	4.00
6b. At community site 2, I was able to do things rather than just listen.	4.04	3.76	3.86	3.71	4.07	4.00
6c. At community site 3, I was able to do things rather than just listen.	4.12	3.38	4.05	3.69	3.67	3.54
6d. At community site 4, I was able to do things rather than just listen.	3.90	3.69	3.58	3.73	4.08	3.81
6e. At community site 5, I was able to do things rather than just listen.	3.92	4.47	3.93	3.74	3.90	3.80
6f. At community site 6, I was able to do things rather than just listen.	4.12	4.12	3.90	4.00	4.16	3.58
7a. The communtiy resource personnel at site 1 were aware of my needs and interests.	3.62	4.08	4.16	4.20	3.90	4.22
7b. The community resource personnel at site 2 were aware of my needs and interests.	3.79	4.02	4.02	4.02	4.03	4.27
7c. The community resource personnel at site 3 were aware of my needs and interests.	3.87	4.08	4.00	4.09	4.07	4.09
7d. The community resource personnel at site 4 were aware of my needs and interests.	3.80	3.84	3.88	4.32	4.40	4.00
7e. The community resource personnel at site 5 were aware of my needs and interests.	3.76	4.20	4.12	4.03	4.24	4.20
7f. The community resource personnel at site 6 were aware of my needs and interests.	4.25	4.25	4.17	4.06	3.90	3.94

8. The counseling staff was helpful during Career Explorations.	4.31	4.25	3.94	4.20	3.92	4.19
9. The activities available in Career Explorations have been interesting to me	3.95	4.05	2.97	4.28	3.90	4.21
10. If I had it to do over again, I would participate in Career Explorations.	3.82	3.73	3.55	3.91	3.26	3.91
11. I learned a lot while participating in Career Explorations	4.41	4.52	4.21	4.54	4.16	4.34
12. Career Explorations has made me more aware of the world of work.	4.20	4.17	4.47	4.51	4.23	4.21
13. I understand the difference between traditional and non-traditional sex roles.	4.25	4.47	4.55	4.51	4.13	4.08
14. I have improved my interview skills and ability to apply for a job.	4.33	4.35	4.44	4.60	4.40	4.47
15. I feel that I can communicate better with adults.	4.37	4.08	4.28	4.31	4.13	4.34
16. Career Explorations helped me to understand myself.	4.00	3.52	3.81	4.11	3.70	3.95
17. I feel that Career Explorations would benefit other students.	4.41	4.32	4.15	4.54	3.96	4.34
18. The following is a list of activities in which you participated. Evaluate each activity.						
a. Journal	3.54	3.32	3.32	3.65	3.36	3.78
b. Group Guidance	4.00	3.85	3.72	4.34	3.90	4.04
c. Projects	3.85	3.91	4.10	4.14	4.06	4.09
d. Exploration	4.60	4.52	4.47	4.77	4.46	4.69
e. Exploration Guide	4.00	3.82	3.45	4.02	3.53	3.82
f. Speakers	4.25	3.85	4.02	4.28	4.03	4.00
g. Predesigned project "What (can I do) about me?"	3.66	3.63	3.58	3.71	3.53	3.50
h. Packets	3.70	3.56	3.00	3.42	2.66	3.68

Student Survey Comments - 1st Semester 1979-80

P - Positive
N - Negative

P-It really helped me a lot of what I wanted to really be.
N-Fewer packets.

P-It gave me a chance to better understand all of the opportunities for employment. I learned employment skills.
N-There seems to be a need for better or more condensed organization of materials. There was always to much confusion-too many papers every where and lack of group guidance.

P-I did learn something about different careers I could go into. I did like the fact that you could view them.
N-The exploration guide gets old. I had people at sites tell me that they were tired of them too. Longer time to do packets. Don't cram stuff onto the student.

P-I have learned a lot about myself and what I can do and the jobs available for me and have learned a lot with the Project.
N-None

P-I got to see different types of jobs and what they do.
N-None

P-I like to have group discussion on different things. I just like people to hear the way I feel about some thing that I participate in.
N-All I would change is the time period for packets some of them are really hard to get done when you got a exploration or you need to write in your journal.

P-It made me more aware of what I'm going to do in the future and made me understand myself a little bit better.
N-I would like to see more exploration sites and more field trips because I really liked them.

P-It alowes you to see the job other than just reading about them.
N-Not so hard of packets.

P-I got a chance to go out to the different places that otherwise I would have not.
N-Drop the packets that we will not use in the future. Have more explorations if you can get them in 1 week. Take field trips that don't require college.

P-The kids in it with me helped me from going to sleep.
N-Make it more interesting - funny jokes help once in a while - less paper work.

P-It was fun and educational. I enjoyed going out and meeting new people.
N-Less group guidance and more field trips, so that way kids could see other businesses. Group guidance didn't really help me.

P-I learned what I want to be when I graduate instead of not knowing.
N-Not so hard of packets. More class discussions.

P-Because it allowed me to see what goes on at different agencies.
N-I think that those time sheets and journals are just busy work and are unnecessary.

P-I needed to know about the job field.
N-Less paper work.

Student Survey Comments

P-I found out about available careers.
N-None

P-I learned so much because it was individualized-not lecture type. I know more about what I want now.
N-Not so many packets to do.

P-I wanted to find out more about my airline career.
N-I would try as hard as I could to get the control tower as an exploration site.

P-It helped me to understand more of what I want after I graduate. What I want to do.
N-No packets!

P-It made me fully understand what my interests are.
N-Not so many packets.

P-It has help me to understand the working world better, how to communicate with other people.
N-Have the students as well as the teachers make out packet. Have the student submit ideas on how to make the class better.

P-I knew I would learn a lot and the credit was good.
N-Less written more speakers and visual aids.

P-I felt liked I was on my own. I liked being able to leave the building. It helped me learn alot about myself and the working world.
N-None

P-I had the chance to visit with any place I might go into after school is out.
N-Not to have so much work.

P-I had no idea what I want to do after school, and it gave me a chance to find out.
N-I would change the meaning of (time managment) because now if you don't get something done to perfection you get docked way to much and occasionally cused out. And I think it would help a lot better if you could work at your own speed and get things done right instead of having a thousand things piled on you all at once and then given about 2 days to do 3 days work.

P-I found out what I wanted to do in the future, and I didn't know that when I started this class.
N-None

P-It has taught me many things.
N-Shorten periods.

P-I got to do alot of searching mainly about myself. It seemed as if we could work on our own, I like that.
N-Some field trips weren't so good, but all in all good!

P-I am crazy.
N-Less work.

PARENT OPINION SURVEY

As has been true throughout the project, it has been difficult to secure complete responses from parents. It is difficult to know, therefore, whether there would be a difference in responses between those parents who responded to the request for evaluations of the program compared those who did not. The likelihood is that those parents who responded were the most positive, but such a belief cannot be supported one way or the other.

Just as was true for the students' evaluations, some of the lowest mean evaluations were obtained during the first semester of the 1979-80 school year of any of the three years. The mean scores on the various items the second semester of 1979-80 were higher than the first semester but were not as high on the same items as were parent evaluations of previous semesters.

The fact that the evaluations on the following items were above a mean of "4" for all six semesters supports the parents' estimates of the value of the program: "I think my student enjoyed participating in the Career Explorations Course", "My student has learned a lot while attending the Career Explorations Course", "I believe that every student should have the opportunity of taking Career Explorations as a subject in senior high school", "I believe the community-site activities of Career Explorations are worthwhile", "My student was in contact with many community resources", "My student has gained job application skills", and "My student has gained knowledge about his/her abilities."

One of the hoped for outcomes was increased communications between the parents and their son or daughter. The mean evaluations were positive, but not as consistently high as one would have liked. The consistently high marks given to those dimensions of Career Explorations dealing with career information and choice are encouraging since such goals were among the major ones for the project.

Career Explorations

Parent Opinion Survey

Mean Score

		Semesters					
		1st 77-78	2nd 77-78	1st 78-79	2nd 78-79	1st 79-80	2nd 79-80
1.	I think my student enjoyed participating in the Career Exploration course.	4.33	4.72	4.61	4.27	4.25	4.58
2.	I received enough information about our student's progress in Career Exploration	4.00	4.54	4.44	3.44	3.78	4.11
3.	I feel that by participating in Career Explorations my student has been helped to form career plans.	4.16	4.18	4.22	4.11	3.85	3.76
4.	My student has learned a lot while attending the Career Explorations course.	4.50	4.45	4.44	4.33	4.10	4.35
5.	I believe that every student should have the opportunity of taking Career Explorations as a subject in Senior High.	4.83	4.54	4.72	4.33	4.00	4.53
6.	The Career Explorations course in well organized and coordinated.	3.83	4.54	4.16	4.18	3.75	3.82
7.	I believe the community site activities of Career Explorations are worthwhile.	4.58	4.63	4.50	4.38	4.30	4.17
8.	I believe the classroom activities of Career Explorations are worthwhile.	4.08	4.45	4.27	4.00	3.70	3.88
9.	My student was in contact with many community resources	4.41	4.36	4.33	4.22	4.10	4.29
10.	I feel that my student has gained some decision-making skills in Career Explorations.	4.33	4.36	4.33	4.16	3.95	4.23
11.	My student knows where to find job opportunities.	4.16	4.09	4.05	3.83	4.20	4.00
12.	My student has acquired job application skills.	4.41	4.09	4.41	4.16	4.25	4.47
13.	My student has gained knowledge about his/her abilities.	4.16	4.36	4.33	4.05	4.20	4.11
14.	Counseling was available in Career Explorations.	4.58	4.27	4.32	4.00	4.05	3.82
15.	Career Explorations has increased communications between my student and me.	3.91	3.55	4.11	3.72	3.73	3.70

Parent Survey Comments - 1st Semester 1979-80

I think Careers was the best class my child has taken! I know it has helped in many ways.

I felt the grading was not adequate.

The packets were not all relevant to job opportunities.

I feel this is a wonderful opportunity for students. I feel there was probably more paper work than necessary.

I believe it would be great to have CE be a required course for each student. Too many students have no idea where they are heading even if going to college. The staff is well informed and counsels the student in a professional yet friendly manner. We were very pleased!

We think this class is very good and interesting. It has also helped Mitch talk with more ease and understanding, especially with adults. Also the interest that you teachers put into the career for the student means a lot too them also. Thank you.

Career explorations seems to be an excellent opportunity for young men and women to meet with business people in various fields on a 1 to 1 basis. Dan has met many interesting people. I feel the taped interviews are especially beneficial to all students - a very good course! Transportation can be a problem - quite expensive if they supply their own!

The program has some merit.

COMMUNITY OPINION SURVEY

In constrast to student and parent evaluations for the school year 1979-80, the mean scores on the community opinion surveys did not differ particularly from semesters in previous years. Although responses to various items on the community opinion surveys were all positive, none reached a consistent "4" or above on all semesters. Thus it might be concluded that either the community respondents were more conservative in their responses or they viewed the project less positively than did students and parents. Among the highest consistent positive mean evaluations was in regard to "I plan to continue my involvement with Career Explorations." A high mean response to this item semester after semester certainly suggests continuing interest in and support of Career Explorations. One of the items consistently scored lower was "The time the student spent on the site was sufficient." It was known that many employers felt that amount of time alloted to community visits was too short for an adequate orientation to their particular work site.

Career Explorations

Community Opinion Survey

Mean Score

	Semesters					
	1st 77-78	2nd 77-78	1st 78-79	2nd 78-79	1st 79-80	2nd 79-80
1. I plan to continue my involvement with Career Explorations.	4.14	4.14	3.98	4.16	4.31	3.96
2. My organization gained by participation in Career Explorations.	3.52	3.56	3.37	3.55	3.66	3.47
3. Generally students gain from their experiences with us.	4.01	4.16	3.81	3.86	4.13	3.95
4. Students are aware of the difference between traditional and non-traditional sex roles.	3.60	3.62	3.41	3.51	3.42	3.57
5. The Career Explorations staff provided me with enough information to help me direct student activities at my site.	3.96	4.03	3.68	3.91	4.03	3.78
6. I think the students that I have worked with are really interested in learning new things.	4.29	4.20	4.04	4.02	4.13	3.98
7. The time the student spent at the site was sufficient.	3.27	3.65	3.68	3.48	3.66	3.51
8. Students that have explored at this site have good communication skills.	3.86	4.03	3.79	3.79	3.72	3.75
9. The Career Explorations students that I have had contact with have a good understanding of themselves.	3.85	3.80	3.59	3.63	3.67	3.70

Community Survey Comments - 1st Semester 1979-80

I think that most of the students understood the mechanical trade pretty good and I think it helped them to see how a business is run.

The students find the audio industry very interesting.

I have enjoyed having students come. I think it would be a good idea to have them come for a few more days when they come to a classroom, simply because there is barely enough time for me to answer their questionnaire and teach. If they were to be here a few more days then they could have more time to see what goes on after they are oriented to the site.

We enjoy the program and we are interested in the students ideas and skills.

The Career Explorations appear to give the students some insite of possible positions of employment. This gives the students who are uncertain of their future a look at various jobs in the community.

Need more communication of student supervisors and us. Program is great idea!! Enjoy it.

I think they should spend more time studying our place and working with the different departments. (it is better this year than last year)

Have enjoyed my participation in this program. Do feel it is a very worthwhile endeavor.

Some or all of the students have not been interested in my career field of work, but rather have been interested in going to work for our company. In essence this has wasted valuable time I could have used more wisely.

Time has to be spent at longer lengths - to know the occupation of a bricklayer!

Since I only had 1 student some of the questions are answered on a "guess" type basis.

Item #7 - feel the time is sufficient but could spend more time in order to cover more aspects of realty as a career.

These answers apply to the majority of the students - not all are interested or have good communication skills. The time spent is too short for the students that are interested.

The most difficult thing to do is have a time to interview with the student. They are here when I'm working with students - one was able to stay after school and this worked alright.

Of five students which have visited our department, three were above average in interest and attitude, one was using the course as "goof-off" time and one was not prepared well. Generally, we are pleased to be a part of the program.

Wish this program had been available when I attended school.

The last 2 questions were answered not sure because some students did and some did not.

Students understand the real world of employment in the business world thru selective exposure to job conditions as they really are.

Students need to be briefed and prepared with questions concerning the job before they are sent out to site.

Career Explorations in general is great. This year it seemed that the students who explored here weren't as interested as in the past.

We were going through an extensive construction project at the time when Career Exploration students came to visit. It was not possible to be with them for as much time as necessary for answering some of the above questions in depth.

I feel that three 1 to 1½ hour sessions is too much time for the students to spend in our office. Two days generally is sufficient time to share details about the Extension Service. We do, though, welcome the students to come to our office and learn about our services.

I think this is a good program to give some real on job experience for the young students in our town.

I hope Grand Island Schools will continue this program. There's lots to learn from both sides.

Most students seem to have an interest but do not ask many questions.

Our school schedule is set up for theory each morning and therefore feel that the students possibly did not find it as interesting as the actual practical work which is held in the P.M. for the junior and senior students.

I only had two students come out, however, I felt both felt they had a better understanding of my type of business. Since I saw the girls for such a short time I do not feel I knew them well enough to score a "5" on all questions.

STUDENT INTERVIEWS

Visits with students were held by the evaluators again during the 1979-80 school year. Not as systematic records were kept as in previous years because various other techniques were used to secure student perceptions of the program. (See, for example "Student Identification of Positive Outcome from Career Education Program" for information obtained from students concerning their impressions of the project.) Shown below are the results of one group of inteviews.

Senior

Came in because she was confused about what she wants to do.
Class work very necessary to supplement visits.
Enjoy class very much - teacher super!
No suggestions.

Junior

Came into class because didn't know what she wanted to do.
Class really fun.
Keeping up with classwork.
Packets helpful in determining if she will follow up.
Thinks class is going along really good - well organized.

Senior

Thought it would be interesting to go into what I'm interested in.
Interested in home economics.
Packets are interesting--gives wages, etc.
Lot of writing.
Classwork related to site visits.
Well organized, know what they (Vokun and Olson) are doing.
No suggestions.

Senior

Years full schedule.
Came in because heard it was interesting.
Funeral home - Motel
Wishes to explore more - funeral home
Not too much writing, prefer more discussion.
Packets are very helpful.
No suggestions.

Sophomore

Wanted to know about careers, always wanted to be a teacher.
Very interested in site visits.
A lot of interest in packets--tells a lot about jobs.
I like it! I like class very much.
Well organized.

FOLLOWUP OF ALL STUDENTS PARTICIPATING IN CAREER EXPLORATIONS

In the summer of 1979, an effort was made to contact all students who had previously participated in Career Explorations. A total of 75 students were solicited and 17 responded. The response rate was much lower than desired but the results suggest considerable involvement in careers and many positive responses to the question dealing with "How has Career Explorations Helped You?" Results are found below.

GRADUATE SURVEY
July, 1979

1. Are you presently working? If so, where and what do you do?

Marines -- Basic Electrician
Beacon Restaurant -- Waitress
I am presently employed at a guest ranch. My present position is ranch office manager. I handle purchasing, bookkeeping, reservations and it seem like all the problems that come up.
Sanders Plumbing & Heating -- Labor
Holiday Station Store -- pump gas
Nesibas Cafe -- Waitress
City Parks Dept. -- work on the ball fields at Ryder Park
Red Rooster -- Shipping Clerk
Carpenter
NBC -- Computers
Shorlains -- Old A& W
Midwestern Plumbing & Heating -- works out of town
Honore Kennels -- Clipping dogs
Babysitting
Olson Furniture
Skagway -- Checkout
Arby's in California
Thom McAn -- Assistant Manager
Big John's -- Waitress
Bauman Home -- Nurse's aide
Bauman Home -- Kitchen aide
Bramble Bush -- Waitress
Bill Shafer -- Construction
St. Francis -- Cardiopulmonary care
Lakeview Nursing Home
Head Start
Missouri Valley -- Construction
McDonalds and babysitting
Lutheran Hospital -- Dietary Aide
Gambles -- Salesman
Geer Melkus -- Construction
Gifford Hill
Navy -- Aviation ordinance
Department store sales
Carpentry
Taco Johns -- Asst. manager
K-Mart
Miller & Paine Chapparal Rest.
Guaranteed Foods -- parttime. Will look for secretarial job in the fall.
Wyoming -- Laundry. Will return to G.I. this summer & look for another job.
Marines -- electronics
J.C. Penney -- Boyswear manager
Municipal pool -- lifeguard
Vickers gas station -- parttime
Ace Hardware -- Inventory, temporary

1. Continued

Exec Air
Mid-West Audio
Bee Creative. Plans to go to work at New Holland Welding.
Hinky Dinky -- parttime
Allen's True Value -- Checkout
Roofing -- look for a better job after summer
Selling Salad Master

2. Do you plan to go to school this fall or in the future? If so, where and what course of study?

Yes in the future. Nursing.
UNL. The study will include 6 years to get a law degree.
I may in the future, I would study in the area of hotel/motel management.
Yes, Miami Photography College -- photography.
Possibly at Concordia Teachers College or enlist in the Air Force.
In Lincoln at the Barber & Cosmet. School and become a barber and cosemtologist.
Yes, UNL, life sciences.
Yes, Hastings College -- drafting.
Maybe in the future, depending on things.
UNL in business management.
Later go to Hastings Tech. or UNL -- Broadcasting.
UNL in elementary ed.
Maybe a tech school.
Concordia College -- teaching elementary.
Central Tech. -- Business.
Brigham Young Univ. -- Business mgmt/dance.
School in Calif. for day care.
UNL College of Business.
North Platte College of Nursing. LPN
Wayne State College -- General
Central Tech. -- Hotel/motel mgmt. -- take some college courses to fall back on. Maybe home ec. if hotel/motel doesn't work.
Trinity Lutheran - Chicago. Psychology.
Possibly in health care.
Has attended LPN training March-June took some time off--Central Tech.
Northwest Bible College in North Dakota. Take Christian education.
Has one year at UNL in business administration. Found it difficult uninteresting. This year will determine.
Kearney State -- Elementary ed.
Kearney State -- Medical assistant
Went to Kearney for a year in art. Doesn't paln to return.
South Dakota State -- Wildlife.
Maybe next fall. (Mother expressed a lot of interest in grants or loans for her son)
Navy -- Ammunitions and electronics, Memphis, TN.
Has one year at UNL, plans to return in fall. Business mgmt. Has a GPA of 3.7.
Kearney -- After working & saving more money. Go into photography or journalism.
Kearney State -- General course of study.
Plans night classes later on.

2. Continued

Electronics courses in service.
No. Maybe after working to Kearney special ed. or business.
Kearney -- General.
Hastings Tech. -- diesel mechanics.
Beauty School of Expertise possibly.
UNL -- General.
Kearney State -- Reg. nurse.
Kearney State after working a year -- Medical.
Kearney -- Business/aviation.
UNL -- Business.
Barber College in the future.
Kearney -- Law enforcement.
Maybe tech school -- electronics.
UNL -- General, has one semester in.
(There were 7 no's)

3. What are your future plans 5 years from now?

Electrician.
Nursing.
I'll still be in college.
To stay in the resort area and business.
To work as a freelance wildlife photographer.
Take care of old people.
If I go to college and graduate, I've thought of going into the Air Force as an officer.
Complete college in 18 months, 1 year apprentice, and then hopefully get married and further my career.
Optometry school.
To have my own business. Be married and have a family.
Married, job and a family.
To go into real estate or insurance.
Move to Lincoln, get a job in a radio station. Work for 1st class license at the U or just go as far as she can in a radio station without getting license.
Become an elementary teacher.
Get a better job -- maybe commercial art.
Continue working and become more proficient.
Get married and teach.
Interior decoration or dance.
Work or own day care center.
Moving in a year to Colorado or Texas as a manager of a Thom McAn.
Getting married and moving with husband.
Get a degree in business and work.
Become an LPN.
Elementary teaching or dietician.
Hotel/Motel mgmt. or home ec.
Psychologist.
Return to school and go into the medical fied.
To enter the field of Christian education.
Some area of law - paralegal or business administration.
Elementary Teacher.
Medical assistant.
Helping her husband.
Get a better job.

3. Continued.

Wildlife conservation.
Commercial art or business adminitration.
He doesn't know -- but is really thinking seriously about his future.
Getting married.
CPA.
Photography - journalism.
Continue working at K-Mart.
Possibly health care.
Secretarial.
Possibly re-enlist.
Maybe home ec. but she's not sure she likes all aspects of home ec.
Diesel mechanic.
Beautician-Barber
Get a degree - possibly medical.
Registered nurse.
X-ray technician.
Become a pilot.
Business.
Work at New Holland.
Be a barber.
To go into some area of law enforcement.
Electronics.
Doesn't know.

4. How has Career Explorations helped you?

He got the idea of going into the service in CE. The recuiter from his exploration helped him decide on Marines instead of Army.
It helped me to decide on nursing for a career.
I can fill out job applications better, use a resume, and I understand people much better.
I has given me the tools to learn more about the outside world, and develop my own ideas in finding the careers I want.
It didn't.
Helped her to open up.
I've had a chance to look at many different career opportunities which I've liked and disliked. Things I thought I could never do!
It gave me many looks at many walks of life and gave me a chance to explore each one. CE gave me that chance I might not have had otherwise. I explored the career I am entering through the CE program and it made my choice possible.
Yes, I feel it has altered my approach at selecting a career and informed me of preparations for particular careers and providing the opportunity to witness particular careers in action.
It helped me find out how and why to get a job and to decide what you want to do after high school. .
Helped me make up my mind in what I wanted to do not anyone else, also to get out of school. Need a better plan and a teacher who teaches and not just tells you what your going to do and who can't remember how she teaches from 1 yr. to the next.
He said the program has really helped him.

4. Continued.

Helped decide what field to go into. Helped her understand herself.
Helped her decide what to do.
He went to many places. He wasn't afraid to apply at places because he had so much practice filling out applications and visiting so many people.
It helped her get her job. She went to Honore on an exploration and Mrs. Honore offered her a job.
It gave her a positive attitude and experience at applying for a job.
Gave him a chance to look into management. He knew what he wanted to do when he got out.
Helped her get along with people. And helped her be able to talk to people she doesn't know.
Learned about her different interests.
It did help her.
Gave a lot of ideas of what she could do.
Gave a background in many careers. It narrowed down her interests. Got a lot of experiences other classrooms couldn't give. Gave her confidence, built a good attitude to work.
He like it a lot. It helped him very much.
She enjoyed it very much. It gave her a well rounded view of the medical field.
It helped her to be more manageable.
Really liked this program. It helped her make up her mind on what she was really interested. It showed her many different areas of law. Not just lawyer.
Helped her a lot. Her explorations at West Lawn helped her make up her mind on element.
Explorations at hospital enjoyed very much and very helpful.
Didn't get that much out of it.
He mentioned it did help him - not specific.
He really like the explorations and interviews with the county extension agent.
At the time he was very interested.
He liked the program but there was too much paperwork. There was a clash between his teacher and him.
Mother says he hasn't mentioned, but can't help but think it helped him.
He liked it. He enjoyed visiting the colleges.
Helped her think about different careers.
Helped her pinpoint what fields would like to go into and helped her in time management.
Didn't know what to do before, but it gave her some suggestions and found out what careers are really like.
He found out what he was interested in and found out what he wanted to do.
Helped him prepare for a job and fill out applications, interview.
More aware of career opportunities.
Helped her decide for sure she wanted to be an R.N.
Gave her a better understanding of what she wanted to go into.
Determined my primary area of interest. Parent said -- thought it was worthwhile. It gave him details of the career he was interested in.
Gave him experience meeting business people. Really enjoyed it.
Parent thinks she's more open. Is able to apply for a job easier.
Interesting class. Gives ideas about what work will be like.
Really loved the class. She was very enthusiastic - projects were helpful.
Enjoyed the calss. Chance to learn about different careers.
Helps you talk to people. Learned a lot about careers.

TEST RESULTS

In addition to the more subjective data gathered through such devices as Student Opinion Surveys and identification of positive outcome, the use of standardized tests continued during the 1979-80 school year. These data will be examined by first and second semesters since each group of students constitute a discrete group where achievement is concerned. Because of the difficulties of securing and testing comparable groups of students who might constitute a control group, no control groups were included in the 1979-80 school year. Such a decision was approved by those concerned as not being feasible or desirable.

For each test, pre-and post-tests were administered. Thus it is possible to assess the achievement of those involved in Career Explorations.

In the section which follows, the term statistical significance will be used frequently. Statistical significance has special meaning when used in evaluation and research reports. Often people say "that is significant" which to them means it is very important. When the term "statistical significance is used, it refers to the extent to which the same results would be obtained if similar data were gathered a number of times. The usual levels chosen to determine significance are either the .01 level or the .05 level, whichever is considered acceptable by the evaluator or researcher. The .05 level was chosen to determine statistical significance in the evaluation.

To interpret what the .05 level means is that of the same study were repeated 100 times, then a different result from that obtained would occur only five times out of 100. Thus one is reasonably certain that the difference in mean scores is a real difference and not due to chance differences.

First Semester, 1979-80

One of the standardized tests used to measure the three objectives of "Self Related to Jobs", "Job Application and Job Finding Skills", and "Knowledge of Career Awards, Training Needs and Program Including Basic Skills" was the New Mexico Career Oriented Activities Checklist (NMCOAC). Shown below are the means on the pre- and post-tests and the t value and whether that value is statistically significant or not. The scores for the individual students are found in Appendix A.

NMCOAC		
Mean of Pre-test	18.37	
Mean of Post-test	29.00	
Mean Difference	10.63	
Standard Deviation	7.23	
Degress of Freedom	29.00	
t-test	8.058	(Significant at .05 level)

The gains made on the NMCOAC far exceeded the limits set for statistical significance. Since the NMCOAC is one of the tests to measure various aspects of three of the project objectives, such student gain suggests these objectives were met to an extremely high degree.

The test chosen to measure "Personal/Social Development" was the Coopersmith Self-Esteem Inventory, Form A. The means of the pre- and post-test and the t-test for all students are found below. The scores for individual students and by year in school are found in Appendix A.

Coopersmith Self-Esteem Inventory

Mean of Pre-test	67.13	
Mean of Post-test	68.53	
Mean difference	1.40	
Standard Deviation	14.58	
Degress of Freedom	29.00	
t-test	0.536	(Not significant at .05 level)

One of the project's objectives was to develop a more positive self image for each student. The objective was measured by the Coopersmith gave a slight advantage to the post-test results, but not significant. It is interesting to note that the standard deviation was large, indicating a wide disparity among the individual scores. Therefore, some students made large positive gains while others were considerably less positive on the post-testing.

Another test to measure student personal activities toward themselves and their school experiences was the School Attitudes Scale. Since an aspect of personal/social development is not only how one feels about himself/herself but also those around you, this test would seem to be a desirable added measure. Shown below are the test results for all students, and scores for individual students are found in Appendix A.

School Attitude Scale

Pre-test mean	74.03	
Post-test mean	74.50	
Mean Difference	0.47	
Standard Deviation	9.00	
Degress of Freedom	29.00	
t-test	0.284	(Not significant at .05 level)

Very slight gains were registered on the School Attitude Scale by students during the first semester.

The Grand Island High School decided to administer the High School APL survey to measure achievement in the basic skills to be taught in high school. As a consequence, the test scores on the section of the APL dealing with Occupational Knowledge, Reading, Writing, and Problem Solving were used to aid in assessing Job Application and Job Finding Skills. The summary of test scores are shown below and scores for individual students are found in Appendix A.

APL Survey - Occupational Knowledge

Pre-test Mean	6.23
Post-test Mean	6.57
Mean Difference	-0.3333
Standard Deviation	+1.5610
Degrees of Freedom	29
t-test	-1.1696 (Not Significant at .05 level)

A gain was made on the occupational knowledge section of the APL Survey, but it was not statistically significant.

APL Survey - Reading

Pre-test Mean	7.43
Post-test Mean	6.87
Mean Difference	+0.5667
Standard Deviation	+1.4065
Degree of Freedom	29
t-test	+2.2068 (Significant at .05 level)

The results from combining junior and senior students produced a significant difference. An examination of students from each of the classes summarized separately as found in Appendix A will indicate that junior students enrolled in Career Explorations performed at a statistically significant level while seniors did not.

APL Survey - Writing

Pre-test Mean	6.53
Post-test Mean	6.40
Mean Difference	+0.1333
Standard Deviation	+1.3578
Degrees of Freedom	29
t-test	+0.5378 (Not significant at .05 level)

There were slight gains in writing as measured by the APL section on writing but not statistically significant.

APL Survey - Problem Solving

Pre-test Mean	5.97
Post-test Mean	6.57
Mean Difference	+0.5333
Standard Deviation	+1.2794
Degrees of Freedom	29
t-test	-2.2833 (Significant at .05 level)

Grouping juniors and seniors together produced a statistically significant gain. An examination of scores made by juniors and seniors when examined separately indicates that seniors made significant gains on the Problem Solving Section of the APL Survey.

Sex/Role Stereotyping

The seventh program objective of Developing Awareness of Sex/Racial Stereotyping was not measured through achievement tests and by only one statement in the Student Survey. Attention continued to be given to the objective through class activities, special speakers brought in, and through careful attention to the resource materials used.

Second Semester, 1979-80

The same standardized tests were used the second semester as the first. In the sections which follow, comparisons will be made between pre- and post-test scores of those enrolled in Career Explorations. Scores for individual students on all tests are found in Appendix B.[3]

NMCOAC

Pre-test Mean	16.83	
Post-test Mean	29.43	
Mean Difference	12.61	
Standard Deviation	7.94	
Degrees of Freedom	22.00	
t-test	7.620	(Significant at .05 level)

During the second semester, as was true during the first, marked gains were made by students on the NMCOAC which was selected to measure the program objectives of "Self Related to Jobs", "Job Application and Job Finding Skills", and "Knowledge of Career Rewards, Training Needs and Program Including Basic Skills". As indicated earlier, these three objectives were major desired outcomes from the project. These objectives were met to a very high degree as measured by the NMCOAC test.

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[3] Two students, Lori Wieczorek and Steve Sonodeu, completed the second semester but were incomplete and did not take the tests.

Coopersmith Self-Esteem Inventory

Pre-test Mean	66.91	
Post-test Mean	74.27	
Mean Difference	7.36	
Standard Deviation	14.23	
Degrees of Freedom	21.00[4]	
t-test	2.429	(Significant at .05 level)

The Coopersmith test was used to measure the extent of growth in "Personal/Social Development". A statistically significant difference was found between pre- and post-test results for the second semester An inspection of the individual test scores by year in high school will reveal that sophomores made the greatest positive changes while results from tests given to juniors and seniors were not significant.

School Attitude

Pre-test Mean	75.83	
Post-test Mean	80.70	
Mean Difference	4.87	
Standard Deviation	7.09	
Degrees of Freedom	22.00	
t-test	3.293	(Significant at .05 level)

The School Attitude was given to supplement information gathered on "Personal/Social Development" by the Coopersmith. The overall results from this test were significant with the inspection of the individual test scores by year in high school revealing that juniors made the most positive gain.

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[4] The test for one student, Tony Pascoe, could not be found.

with the results from sophomores and seniors not significant.

APL - Occupational Knowledge

Pre-test Mean	5.96
Post-test Mean	6.79
Mean Difference	-0.7778
Standard Deviation	+1.3714
Degrees of Freedom	23
t-test	-2.7783 (Significant at .05 level)

When sophomores, juniors and seniors were grouped together significant results were achieved on that section of the APL test measuring occupational knowledge. An examination of individual scores by classes as found in Appendix B will reveal that the gains made by sophomores were significant but not juniors and seniors. The category of occupational knowledge was a major objective of Career Explorations so it is gratifying to find such results on this section of the test.

APL Survey - Reading

Pre-test Mean	7.17
Post-test Mean	7.33
Mean Difference	-0.1667
Standard Deviation	+1.5788
Degrees of Freedom	23
t-test	-0.5171 (Not significant at .05 level)

Gains were made on the reading section of the APL but were not significant for the three classes taken as a group. An examination of the individual test scores summarized by year in school found in Appendix B will reveal none of the classes produced gains which were significant.

APL Survey - Writing

Pre-test Mean	6.58
Post-test Mean	6.63
Mean Difference	-0.0417
Standard Deviation	+1.3015
Degrees of Freedom	23
t-test	-0.1568 (Not significant at .05 level)

The mean gain of all students grouped together on the writing section of APL was not significant when student gains are examined by class as found in Appendix B it will be found that seniors made significant gains in writing skills.

APL Survey - Problem Solving

Pre-test Mean	6.00
Post-test Mean	6.17
Mean Difference	-0.1667
Standard Deviation	+1.3726
Degrees of Freedom	23
t-test	-0.5948 (Not significant at .05 level)

The small gains made by students examined as a group and by classes as found in Appendix B were not found to be significant.

The second semester saw quite positive results on the various achievement tests. Significant results were achieved on NMCOAC, the Coopersmith, and School Attitude Scale. As was indicated earlier, second semester responses and achievements have typically been higher than the first semester

Sex/Racial Stereotyping

The seventh program objective was to "Develop Awareness of Sex/Racial Stereotyping." Among the activities designed to meet this objective in other years was the appointment of a committee to judge sex/racial bais and to suggest sites where men/women minorities might be employed. No such committee functioned during the 1979-80 school year.

Even though a committee did not function, it did not mean that continuing attention was not given to sex/racial stereotyping. Outside speakers representing non-traditional roles continued to be brought to the classroom as was true in previous years. There were also continuing efforts to identify community sites where non-traditional roles were exemplified. Experience at the community sites were particularly effective in demonstrating that it was possible for females and males to perform successfully in what previously had been sex or racially related roles.

Other Activities of Career Explorations

In addition to the seven program objectives identified earlier, the Career Exploration project was committed to several other activities to help ensure its success.

Career Education Advisory Committee

The project had an advisory committee throughout the three years. Because of the nature of the project, the advisory committee met several times in the first two years. During the 1979-80 school year, the advisory committe met once (see Appendix C) and a letter was sent to all advisory committee members over the three years by Mr. Terman thanking members for their contributions and advising them of the future plans for the project.

Career Explorations Staff

Another goal to be accomplished was that of activities of the staff. In order to meet this objective, the staff met regularly in the office of the Project Director. Minutes found in Appendix D indicate the frequency of meetings and the types of topics discussed. The evaluators met occasionally with the staff and were most impressed with the interest and concern for participants in the project and the openness in which judgements and decisions were reached.

SUMMARY

Thus the evaluation included opinionnaires from students, their parents, and the community site supervisors. Standardized tests were used to measure the extent to which six of the seven project objectives were met by participants in Career Explorations. The seventh program objective of sex/racial stereotyping was met in other ways. Other types of supplementary information was gathered through such avenues as interviews, other evaluative forms, and participation in staff meetings.

General Evaluations

by

Paul Kennedy

The Grand Island Experience Based Career Education Exemplary Program had several characteristics which would indicate that for the past three years it has met the criteria of evaluation in ways to mark it as an outstanding success. To begin with, the Grand Island Public Schools are located in a community that has long supported education in a very healthy manner.

At the time the E.B.C.E. program started in 1977, over 150 students from the Grand Island Senior High were on job training sites. This indicated a hospitable reception to the concept of school-community cooperation in the education process. During the three years, the E.B.C.E. program has had excellent cooperation from the community. There was no problem in securing sufficient numbers and types of sites. At the end of the 1979-80 school year, the record showed that the program had 164 exploration sites in 93 different organizations.

The Board of Education has long recognized the importance of all facets of education, including that of preparation for the world of work. The Board's willingness to undertake the program showed its interest in providing experiences that "expanded the places and ways student may learn."

The initial impetus for the E.B.C.E. program in the Grand Island schools came from the office of the Superintendent and strong support has been continuous from that office. The program's goals, objectives, and activities were not only known but subscribed to by the two superintendents who participated in the activities in ways that directly benefited the students, e.g., in interviews and in discussions.

The administration of the program at the building level was expertly done, as demonstrated in the leadership of the staff team. The benefits to the program from having the staff meetings came as a result of sharing ideas and reaching agreements on procedures. These sessions were models that could well be emulated by faculty and staff in other areas of the curriculum.

The participation and contributions by the director of guidance made possible the availability to the entire student body of the awareness of the career education program.

The lack of predictability of student success or lack of it in the career education program made for some differences of opinion as to whether or not there should be prerequisites for students' entering the program. Nevertheless, the consequences of a student's disappointing performance, especially on an exploratory site, does have greater consequences than does a regular classroom situation. Consequently, job site supervisors need to know the criteria for admission to the program and understand that some students are reluctant learners. Most site supervisors in the Grand Island program realized this; although, there were a few who did not care to tolerate the infrequent disappointments.

The instructional staff in the high school were varied in their receptivity to and utilization of the respective possibilities for their areas from the career education programs. The number of teachers who took advantage of the resource materials was not large, and it is impossible to determine what could be labelled a satisfactory number in this regard. Teachers were given several opportunities by the E.B.C.E. staff to get acquainted with the program throughout the three years and to integrate the experiences of their students. No attempt was made by the evaluators to measure this activity.

Good data on the students in the program are on record and can be used in the future by the guidance department in its follow-up activities or by future staff of career education programs or on-the-job supervisors in the vocational education programs. The evaluations of students' attitudes and opinions indicate that their experiences in the career education program were meaningful and valuable. The benefits are likely to be realized by the students even more after graduation than they have been to date.

The problems of parents in parenting, especially single parent families, were obvious when parents were asked to attend meetings. These parents are pressed for time, and meetings are difficult to attend when they are in competition for the limited time of working single parents.

Communication between persons of different generations is seen as difficult by high school students, and it is something to be learned. The career education program offered opportunities for such communication, and students felt that this was one of the major benefits.

Sexism is a characteristic of the world of work, and the career education program provided opportunities for students to develop more mature attitudes toward the roles of men and women in the world of work.

It would be interesting to take a look at these 1977-80 E.B.C.E. students ten years from now when they have established careers to compare their choices with students who did not participate in the program.

Some overall benefits that may be more fully realized in the future by other school persons are those of relationships with parents, with community persons, and sex role stereotyping.

The student evaluation found on the pages which follow were collected from participants in Career Explorations by Paul Kennedy in the spring of 1980.

Student Identifications of Positive Outcomes
from
Grand Island High School Career Education Program
Spring, 1980

1. What has been your most satisfying achievement in the Career Education Program?

   - The achievement that I would say is most satisfying to me is that I have learned to talk with people who are complete strangers to me.
   - I think I've learned how to talk to strangers better and more about different careers than I did before. I also learned about a lot of different colleges.
   - I know about a lot more jobs and what they require.
   - Going out and talking to people about their career.
   - Getting out of school and exploring those job sites that would in my opinion interest me.
   - Visiting sites as a group project.
   - Getting over being afraid to go out and do things and talk to people by myself.
   - Being able to go out and really see different jobs I'd like to do someday.
   - Going to Bartelt's and not shutting up. Being able to talk to people I didn't know.
   - I have been able to get out on explorations everytime and I have also been able to get organized.
   - I got to ride in a truck (semi).
   - Just being out in the public businesses. It was really fun, and it helped me be more open with other people.
   - Going out to the exploration sights. Like to the day care centers. Going through books and guides to find out my specific career.
   - I feel that I am ready to go out into the community and be able to talk to people. This class also helped me about going to an interview. I don't feel as nervous.
   - The ten projects we did.
   - Knowing what I'm going to do when I get out of high school.
   - Not having a usual school day once in a while. Learned many things about what I'm interested in for my future.
   - I feel now I have limited my choices to either a teacher or a nurse. Where before I had no idea.
   - I was able to see what education is required on a job, and what they do.
   - Getting out of class.
   - I actually think I know what field I want to get into.

Student Identifications of Positive Outcomes
from
Grand Island High School Career Education Program
Spring, 1980

2. What have you learned from your fellow students in this program?

- The thing that I have learned from my fellow students are the good places to go on explorations and also the not so good places.
- To make yourself at home and to feel at ease about what you say.
- I've learned to get along with the other students and other people.
- I have learned that different people work at different speeds, and like different things.
- Sharing our experiences from explorations with others.
- That most youths are interested and willing to visit exploration sites once given the chance.
- How to work, talk, and get along with them.
- I have really learned that you really should pay attention.
- That Grand Island can be friendly. Kimball isn't the only town in Nebraska.
- That everybody has different goals.
- People like so many different things.
- Being with them for two hours every day, I've learned a lot about their personal lives, work habits, and what they like and dislike about school.
- This is a fun program. To work with the students was real interesting to see what they go through in order to find their career. In some cases we helped each other.
- I have learned how to get along with other people from this program.
- How different people are.
- That I can get along with others.
- Nothing.
- I was really surprised about what some students have chosen to explore. For example, I couldn't picture Dave as an outdoor worker.
- The different interests and skills. That everyone has a lot of extra special qualities.
- No.
- I have learned that there are many different kinds of people in this world and whether you like them or not you can still live with them.

Student Identifications of Positive Outcomes
from
Grand Island High School Career Education Program
Spring, 1980

3. What did your teachers do for you that helped to make this a successful experience?

- My teachers guided me through this class. I pointed to a certain area of work and then they set me up from there.
- I learned that being on time is very important. I also can talk more freely and feel at ease around others.
- The teachers helped you find what you can do for a certain job or career.
- They helped me learn some new ideas about getting a job.
- They helped me pick a career that interested me.
- Influenced me to go to various different places on exploration.
- Helped me to find good places for my interests to visit on an exploration.
- Having a lot of different places to go.
- Helped me settle in and get acquainted with different people in the community.
- They taught me to be able to be on my own for some things.
- Had me go on explorations that I wasn't really interested in but after I was done going to them I was glad I went on them.
- Helping to stay organized and keeping caught up. The teachers cared about whether or not I got my work done, unlike some of my other teachers.
- They helped me look for a career I would really enjoy. I had talks with them on all different kinds of things. They were very understanding in most cases.
- They tried to help us understand what we were to do inside and outside of classes.
- Told me of different job sites I could go to.
- Helping me select sights to go to. And helping me choose a particular career.
- They helped me get set up for things when I didn't want to. And if they wouldn't have I would really be in the dog house.
- Choose some different careers which will or did interest me.
- They showed me what areas I was capable of working.
- --------
- They helped me when I was looking for explorations to go on. Helped me with things I couldn't see.

Student Identifications of Positive Outcomes
from
Grand Island High School Career Education Program
Spring, 1980

4. What did the site supervisors do for you that you appreciated the most?

   - When I was at the various sights, I appreciated the friendliness and cooperation that each and every individual gave me.
   - Told me about all the different ways to get into that career and also make you feel at ease.
   - They let you help them, and tell you about the site.
   - They would show me what they did, so I could have an idea if I would like the career or not.
   - Told me about their jobs, what they did, type of experience and wage.
   - Kind, helpful, made their job interesting.
   - They really cared and went out of their way to tell and show me just about everything they could.
   - The willingness they have to see you, talk to you, and really letting you know more about the job.
   - Most of them made the job interesting and exciting.
   - They showed me what they really do in their career. They didn't try to make it sound or look real easy.
   - Explained how everything works and why it works that way.
   - They took time to show me around and answer any questions I might have had.
   - In the day care centers all the teachers showed me exactly what went on in their pre-school or center; they let me observe and work with the children.
   - They let me tag along with them and ask questions.
   - Showed me that you have to like what you're doing to do a good job.
   - Willing to spend the time to help me get to know a little more of what they do.
   - They helped you understand what they were explaining to you. One site I visited the man thought the only reason kids came was to get out of school. They were not really interested.
   - Work for Doug Armstrong with Physical Therapy. Said if I ever needed one, h'ed give me a letter of recommendation.
   - They let me do certain things which they do on the job site.
   - Helped me in finding sites that suit me.
   - Some of them really went in deep in what it was that they do.

Student Identifications of Positive Outcomes
from
Grand Island High School Career Education Program
Spring, 1980

5. In what ways have the experiences in this program contributed to your successes in other classes?

- Through these explorations I have learned what I have to have in terms of an education, so I've been successful in other classes because of this.
- I can speak up more in class. I can talk better to people I don't know.
- In what ways have the experiences in this program contributed to your successes in other classes? I can take classes that will help me in the future.
- I have learned a little bit of spelling which has helped me in English.
- I've learned about the type of experience needed through my Woods 3 and 4 class.
- Gave me an idea on how Drafting is done in the office conditions which helped me organize my way through Drafting courses here in Senior High.
- Being able to get up and say something that I believe in.
- It has helped me pay more attention in class.
- I only have two other classes besides Art and P.E.--they are History and Biology.
- In some of my classes it helped me to know that there are all different fields to look into.
- Help me decide if I should go to college or not and what classes I have to take.
- It has helped me in planning my school schedules. It has helped me decide which classes to take and which ones to work extra hard in.
- In this program I have studied a lot. In that way it helps me want to study in all my other classes. This is an exciting class and I know how exciting some of my other classes can be also.
- I am able to talk to more people easier. Before I was kind of scared to talk to them but I am not now.
- It showed me that to become a teacher or vet I need to get good grades.
- I've seemed to put a little more effort in everything I do.
- None.
- This class has helped me to be more outspoken which makes it easier to communicate with other people inside and out of school.
- I know what I need to do for schooling and have applied that to my class work ability.
- None, really.
- I don't think it really has, only thing I can think of is those skills they have helped me figure out things in life.

APPENDIX A

CAREER EXPLORATIONS
NMCCAC
1979-80 1st Sem.

NAME	PRE TEST	POST TEST
	4	24
	13	33
	18	32
	20	36
	21	36
	10	37
	15	30
	11	29
	18	29
	24	29
	23	32
	19	30
	13	27
	36	35
	24	31
	25	32
	25	18
	11	14
	15	30
	2	15
	33	38
	17	31
	5	23
	12	29
	29	30
	17	34
	23	29
	20	24
	15	36
	11	17
AVERAGE	18.37	29.00

$\bar{d}$ = -10.633
Sd = 7.228
df = 29
t = -8.058

Significant

CAREER EXPLORATIONS
NMCOAC
1979-80 1st Sem.
Juniors

AME	PRE TEST	POST TEST
	28	36
	18	37
	15	30
	11	29
	24	29
	36	35
	11	14
	15	30
	29	30
	29	29
	15	36
	11	17
VERAGE	20.17	29.33

d = -9.167
d = +7.998
f = +11
t = -3.970

ignificant

CAREER EXPLORATIONS
NMC AC
1979-80 1st Sem.
Seniors

IAME	PRE TEST	POST TEST
	4	24
	13	33
	18	32
	21	36
	18	29
	23	32
	19	30
	13	27
	24	31
	25	32
	25	18
	2	15
	33	38
	17	31
	5	23
	12	29
	17	34
	20	24
ERAGE	17.17	28.78

= -11.611
= +6.723
f = ±17
= -7.328

ignificant

CAREER EXPLORATIONS
COOPERSMITH
1979-80 1st Sem.

NAME	PRE TEST	POST TEST
	66	62
	70	74
	62	90
	90	88
	70	74
	50	42
	60	64
	68	50
	78	72
	73	74
	66	86
	70	38
	62	58
	46	36
	58	58
	52	58
	71	66
	80	52
	68	82
	60	64
	82	70
	50	64
	66	84
	58	90
	73	76
	90	90
	66	84
	60	50
	60	80
	76	70
AVERAGE	67.13	68.53

$\bar{d}$ = -1.4
Sd = +14.576
df = +29.
t - -0.526

Not Significant

CAREER EXPLORATIONS
COOPERSMITH
1979-80 1st Sem.
Juniors

NAME	PRE TEST	POST TEST
	90	88
	50	42
	60	64
	68	60
	78	74
	46	36
	80	52
	68	82
	78	76
	66	84
	60	80
	76	70
AVERAGE	68.33	67.33

$\bar{d} = 1.0$
$Sd = 13.47$
$df = 11$
$t = 0.257$

Not Significant

CAREER EXPLORATIONS
COOPERSMITH
1979-80 1st Sem.
Seniors

NAME	PRE TEST	POST TEST
	66	62
	70	74
	62	90
	70	74
	78	72
	65	86
	72	38
	62	58
	58	58
	52	58
	74	66
	60	64
	82	70
	50	64
	65	84
	58	90
	90	90
	60	50
AVERAGE	66.33	69.33

$\bar{d}$ = -3.0
sd = ±15.43
df = +17
t = -0.825

Not Significant

CAREER EXPLORATIONS
SCHOOL ATTITUDE SCALE
1979-80 1st Sem.

NAME	PRE TEST	POST TEST
	59	59
	72	92
	67	92
	63	80
	90	77
	81	80
	63	74
	77	59
	74	74
	81	79
	75	81
	68	47
	76	74
	52	51
	77	77
	80	85
	65	75
	68	56
	80	77
	57	67
	82	80
	66	74
	71	74
	68	72
	84	89
	88	85
	80	98
	70	68
	82	83
	54	56
AVERAGE	74.03	74.50

d = -0.4667
Sd = +9.001
df = +29
t= -0.284

Not Significant

CAREER EXPLORATIONS
SCHOOL ATTITUTE SCALE
1979-80 1st Sem.

Juniors

NAME	PRE TEST	POST TEST
	79	80
	91	80
	68	74
	77	59
	81	79
	52	51
	68	56
	80	77
	84	89
	80	98
	82	83
	54	56
AVERAGE	74.67	73.50

d = +1.167
Sd = +9.233
df = +11
t = +0.438

Not Significant

CAREER EXPLORATIONS
SCHOOL ATTITUDE SCALE
1979-80 1st Sem.
Seniors

NAME	PRE TEST	POST TEST
	59	59
	72	92
	37	92
	90	77
	74	74
	75	81
	68	47
	76	74
	77	77
	80	85
	65	75
	57	67
	82	80
	66	74
	71	74
	68	72
	88	85
	70	68
	73.61	75.17

d = -1.556
d = +8.952
f = +17
t = -0.737

ot Significant

JUNIORS & SENIORS - APL Survey Results - 1st Sem., 1979-80

Name	Occupational Knowledge		Reading		Writing		Problem Solving	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	4	5	7	8	6	6	5	7
	8	8	6	7	8	8	7	7
	6	6	6	6	6	6	6	7
	6	8	9	8	6	8	7	7
	8	8	8	8	8	8	8	8
	7	7	9	8	8	8	7	7
	8	8	9	8	7	6	6	7
	7	7	8	6	6	5	6	6
	6	7	7	7	6	6	5	6
	2	5	5	7	5	7	3	6
	7	6	8	7	6	6	5	6
	7	3	8	5	6	4	6	6
	5	6	5	6	7	4	5	6
	8	7	8	7	8	7	5	4
	7	7	7	9	8	6	7	6
	6	7	7	7	7	6	5	7
	8	7	8	7	5	8	7	7
	6	5	9	7	6	6	4	5
	8	8	8	8	7	7	6	8
	4	4	7	6	6	6	6	6
	7	8	9	7	6	8	7	7
	6	8	6	6	6	6	5	6
	4	5	6	4	6	6	4	6
	5	7	6	7	7	7	8	7
	4	6	7	8	6	7	7	7
	8	7	9	8	7	7	6	8
	8	8	9	7	8	7	8	8
	6	8	7	7	5	6	6	8
	4	7	8	7	7	7	5	7
	7	4	7	3	6	3	7	4
MEAN	6.23	6.57	7.43	6.87	6.53	6.40	5.97	6.57
d =	-0.3333		+0.5667		+0.1333		+0.5333	
Sd =	+1.5610		+1.4065		+1.3578		+1.2794	
df =	29		29		29		29	
t =	-1.1696		+2.2068		+0.5378		-2.2833	
	Not Significant		Significant		Not Significant		Significant	

JUNIORS - APL Survey Results - 1st Sem., 1979-80

Name	Occupational Knowledge		Reading		Writing		Problem Solving	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	6	8	9	8	6	8	7	7
	7	7	9	8	8	8	7	7
	8	8	9	8	7	6	6	7
	7	7	8	6	6	5	6	6
	2	5	5	7	5	7	3	6
	8	7	8	7	8	7	5	4
	6	5	9	7	6	6	4	5
	8	8	8	8	7	7	6	8
	4	6	7	8	6	7	7	7
	8	8	9	7	8	7	8	8
	4	7	8	7	7	7	5	7
	7	4	7	3	6	3	7	4
Mean	6.25	6.67	8.00	7.00	6.67	6.50	5.92	6.33
=	-0.4167		+1.0000		+0.1667		-0.4167	
[illegible] =	+1.7816		+1.5374		+1.4035		+1.5643	
[illegible] =	11		11		11		11	
=	-0.8101		+2.2532		+0.4114		-0.9227	
	Not Significant		Significant		Not Significant		Not Significant	

SENIORS - APL Survey Results - 1st Sem., 1979-80

Name	Occupational Knowledge		Reading		Writing		Problem Solving	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	4	5	7	8	6	6	5	7
	8	8	6	7	8	8	7	7
	6	6	6	6	6	6	6	7
	8	8	8	8	8	8	8	8
	7	6	7	7	6	6	5	6
	7	6	8	7	6	6	5	6
	7	3	8	5	6	4	6	6
	5	6	5	6	7	4	5	6
	7	7	7	9	8	6	7	6
	6	7	7	7	7	6	5	7
	8	7	8	7	5	8	7	7
	4	4	7	6	6	6	6	6
	7	8	9	7	6	8	7	7
	6	8	6	6	6	6	5	6
	4	5	6	4	6	6	4	6
	5	7	6	7	7	7	8	7
	8	7	9	8	7	7	6	8
	6	8	7	7	5	6	6	8
Mean	6.28	6.44	7.06	6.78	6.44	6.33	6.00	6.72
I =	-0.1667		+0.2778		+0.1111		-0.7222	
Sd =	+1.4653		+1.2744		+1.3672		+1.0178	
df =	17		17		17		17	
t =	-0.4826		+0.9247		+0.3448		-3.0105	
	Not Significant		Not Significant		Not Significant		Significant	

APPENDIX B

CAREER EXPLORATIONS
NMCOEC
1979-80 2nd Sem.

NAME	PRE TEST	POST TEST
	12	32
	20	28
	12	29
	11	28
	34	43
	25	32
	26	27
	20	37
	26	31
	22	36
	6	25
	14	42
	14	33
	16	26
	24	32
	15	20
	5	38
	16	19
	4	18
	19	24
	15	25
	12	26
	19	26
Average:	16.83	29.43

$\bar{d}$ = -12.6087
Sf = +7.9358
df = 22
t = -7.6198

Significant

CAREER EXPLOARATIONS
NMCOAC
1979-80 2nd Sem.

Sophomores

NAME	PRE TEST	POST TEST
Anngie Brown	20	28
Cindy Cochnar	11	28
Kindy Fisher	26	27
Alecia Hooper	26	31
Lynn Horst	22	36
Dena Lechleitner	14	42
Lisa Michalski	24	32
Peggy Onnen	16	19
Karma Swantkoski	19	26
Average:	19.78	29.89

$\bar{d}$ = -10.1111
Sd = +8.3732
df = 8
t = -3.227

Significant

CAREER EXPLORATIONS
NMCOAC
1979-80 2nd Sem.

Juniors

NAME	PRE TEST	POST TEST
	12	29
	34	43
	20	37
	6	25
	15	20
	4	18
	15	25
	12	26
Average:	14.75	27.88

$\bar{d}$ = -13.1250
sd = +4.7640
df = 7
t = -7.7923

Significant

CAREER EXPLORATIONS
NMCOAC
1979-80 2nd Sem.

Seniors

NAME	PRE TEST	POST TEST
	12	32
	25	32
	14	33
	16	26
	5	38
	19	24
Average:	15.17	30.83

$\bar{d}$ = -15.6667
Sd = +10.5008
df = 5
t = -3.6545

Significant

CAREER EXPLORATIONS
COOPERSMITH
1979-80 2nd Sem.

NAME	PRE TEST	POST TEST
	54	52
	78	80
	78	92
	68	72
	94	84
	50	64
	74	78
	42	44
	66	82
	72	84
	78	52
	38	76
	76	84
	84	74
	48	80
	54	74
	70	84
	70	80
	76	78
	70	82
	70	86
	62	52
Average	66.91	74.27

$\bar{d}$ = -7.3636
Sd = +14.2279
df = 21
t = -2.4275

Significant

CAREER EXPLORATIONS
COOPERSMITH
1979-80 2nd Sem.

Sophomores

NAME	PRE TEST	POST TEST
	78	80
	68	72
	74	78
	66	82
	72	84
	38	76
	48	80
	70	80
	62	52
Average:	64.00	76.00

$\bar{d}$ = -12.0000
Sd = +15.0333
df = 8
t = -2.3947

Significant

CAREER EXPLORATIONS
COOPERSMITH
1979-80 2nd Sem.

Juniors

NAME	PRE TEST	POST TEST
	78	92
	94	84
	42	44
	78	52
	54	74
	70	82
	70	86
Average:	69.43	73.43

$\bar{d}$ = -4.0000
Sd = +16.6533
df = 6
t = -0.6355

Not Significant

CAREER EXPLORATIONS
COOPERSMITH
1979-80 2nd Sem.

Seniors

NAME	PRE TEST	POST TEST
	54	52
	50	64
	76	84
	84	74
	70	84
	76	78
Average:	68.33	72.67

$\bar{d}$ = -4.3333
Sd = +9.5009
df = 5
t = -1.1172

Not Significant

CAREER EXPLORATIONS
SCHOOL ATTITUDE SCALE
1979-80 2nd Sem.

NAME	PRE TEST	POST TEST
	71	65
	86	93
	87	91
	83	85
	92	88
	73	77
	88	81
	59	65
	73	71
	74	81
	87	96
	70	80
	78	83
	71	70
	75	78
	69	81
	80	88
	88	82
	59	77
	69	81
	73	84
	72	90
	67	69
Average:	75.83	80.70

$\bar{d}$ = -4.8696
sd = +7.0923
df = 22
t = -3.2928

Significant

CAREER EXPLORATIONS
SCHOOL ATTITUDE SCALE
1979-80 2nd Sem.

Sophomores

NAME	PRE TEST	POST TEST
	86	93
	83	85
	88	81
	73	71
	74	81
	70	80
	75	78
	88	82
	67	69
Average	78.22	80.00

$\bar{d}$ = -1.7778
Sd = ±5.8689
df = 8
t = -0.9087

Not Significant

CAREER EXPLORATIONS
SCHOOL ATTITUDE SCALE
1979-80 2nd Sem.

Juniors

NAME	PRE TEST	POST TEST
	87	91
	92	88
	59	65
	87	96
	69	81
	59	77
	73	84
	72	90
Average	74.75	84.00

$\overline{d}$ = -9.2500
Sd = +7.3436
df = 7
t = -3.5627

Significant

CAREER EXPLORATIONS
SCHOOL ATTITUDE SCALE
1979-80 2nd Sem.

Seniors

NAME	PRE TEST	POST TEST
	71	65
	73	77
	78	83
	71	70
	80	88
	69	81
Average	73.67	77.33

$\bar{d}$ = -3.6667
Sd = +6.4083
df = 5
t = -1.4015

Not Significant

SOPHOMORES, JUNIORS, SENIORS
APL Survey Results - 2nd Sem. 1979-80

Name	Occupational Knowledge		Reading		Writing		Problem Solving	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	7	6	8	9	7	6	6	5
	4	5	7	8	5	7	6	5
	0	3	5	7	6	5	3	5
	7	7	9	7	7	7	7	6
	6	8	7	7	7	7	7	7
	6	8	7	7	7	6	6	5
	5	7	6	6	5	5	5	6
	8	6	9	5	8	6	8	6
	5	8	7	8	7	7	5	7
	5	7	8	7	5	8	6	8
	7	6	8	9	6	6	7	6
	6	7	5	5	7	7	7	7
	7	7	7	7	6	7	6	5
	7	8	9	7	8	6	6	7
	7	8	8	9	8	8	7	6
	6	8	7	7	7	8	5	7
	5	7	9	8	7	6	5	6
	6	[illegible]	8	7	7	7	6	5
	7	5	8	8	5	6	6	6
	6	7	6	8	8	7	6	5
	5	6	4	7	5	6	6	5
	8	7	8	7	8	6	7	8
	6	8	6	8	6	8	5	8
	7	8	6	8	6	7	6	7
MEAN	5.96	6.79	7.17	7.33	6.58	6.63	6.00	6.17
d =	-0.7778		-0.1667		-0.0417		-0.1667	
Sd =	+1.3714		+1.5788		+1.3015		+1.3726	
df =	23		23		23		23	
t =	-2.7783		-0.5171		-0.1568		-0.5948	
	Significant		Not Significant		Not Significant		Not Significant	

SOPHOMORES - APL Survey Results - 2nd Sem. 1979-80

Name	Occupational Knowledge Pre	Occupational Knowledge Post	Reading Pre	Reading Post	Writing Pre	Writing Post	Problem Solving Pre	Problem Solving Post
	0	3	5	7	6	5	3	5
	7	7	9	7	7	7	7	6
	5	7	6	6	5	5	5	6
	5	8	7	8	7	7	5	7
	5	7	8	7	5	8	6	8
	6	7	5	5	7	7	7	7
	7	8	8	9	8	8	7	6
	6	6	8	7	7	7	6	5
	7	8	6	8	6	7	6	7
Average:	5.33	6.77	6.89	7.11	6.44	6.78	5.78	6.33
$\bar{d}$ =	-1.9630		-0.2222		-0.3333		-0.5556	
Sd =	+2.3478		+1.3944		+1.1180		+1.3333	
df =	8		8		8		8	
t =	-2.5082		-0.4761		-0.8944		-1.2500	
	Significant		Not Significant		Not Significant		Not Significant	

JUNIORS - APL Survey Results - 2nd Sem. 1979-80

Name	Occupational Knowledge		Reading		Writing		Problem Solving	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	4	5	7	8	5	7	6	5
	6	8	7	7	7	7	7	7
	8	6	9	5	8	6	8	6
	7	6	8	9	6	6	7	6
	6	8	7	7	7	8	5	7
	7	5	8	8	5	6	6	6
	5	6	4	7	5	6	6	5
	6	8	6	8	6	8	5	8
Average	6.13	6.50	7.00	7.38	6.13	6.75	6.25	6.25
$\bar{d}$ =	-0.3750		-0.3750		-0.6250		+0.0000	
Sd =	+1.7678		+1.3025		+1.3025		+1.6903	
df =	7		7		7		7	
t =	-0.6000		-0.5134		-1.3572		+0.0000	
	Not Significant		Not Significant		Not Significant		Not Significant	

SENIORS - APL Survey Results - 2nd Sem. 1979-80

Name	Occupational Knowledge		Reading		Writing		Problem Solving	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
	7	6	8	9	7	6	6	5
	6	8	7	7	7	6	6	5
	7	7	7	7	6	7	6	5
	7	8	9	7	8	6	6	7
	5	7	9	8	7	6	5	6
	6	7	6	8	8	7	6	5
	8	7	8	7	8	6	7	8
Average:	6.57	7.14	7.71	7.57	7.29	6.29	6.00	5.86
$\bar{d}$ =	-0.5714		+0.1429		+1.0000		+0.1429	
Sf =	+1.2724		+1.3452		+1.0000		+1.0690	
df =	6		6		6		6	
t =	-1.1882		+0.2810		+2.6458		+0.3536	
	Not Significant		Not Significant		Significant		Not Significant	

APPENDIX C

CAREER EXPLORATIONS

ADVISORY COMMITTEE MEETING MINUTES

November 1, 1979

Present:

Marilyn Huebner
Gloria Maisch
Connie Thomazin
Robert Thomazin
Bob Vokoun
Mary Bartelt
Barb Fowle
Sue Jeffres
Sandy Olson
Marion Schutte
Roger Lindly
Buzz Rumbaugh
Burnie Terman

Introductions of the group were made and a review and an introduction of the program was presented by Mr. Terman.

Mrs. Olson reviewed the interview procedure and the importance of that particular unit in the program, in that students spend considerable time preparing for the interviews. People from the community come in and interview students for their final exam in the interviewing process.

We asked the committee for ideas for people who might be interested in interviewing students to conclude this project. Many names were given. They are as follows:

Bud Hoaglund, Nash Finch
Gary Miller, Law Enforcement Training Center
Don or Fred, Grand Island Building Supply
Dick Faldorf, First National Bank
Don Diers, Diers Motor Company
  or Mr. Semms, Diers Motor Company
Jack Beachler, insurance representative
Del Ryder, Stephens-Ryder-Wenger Insurance Company
Carlene Beckman, Wocky Patch Nursery School
Mary Ann Kinman, retail sales
Kriz -Davis or Mel Gosda, retailing

Mrs. Olson explained the importance of field trips to the class plans for the semester and asked the group for ideas concerning field trips.

Food Management: restaurants, Nash Finch

Heavy Equipment: Lincoln Equipment (Caterpillar dealer, Doniphan)

Law Enforcement, Leon Chemicals, Motel Management, Gifford-Hill, Banks and Social Security Office.

The status of the program was not discussed and was left for the topic of the next meeting.

Career Explorations

Senior High School
2124 North Lafayette
Grand Island, NE 68801

308 384-8319
308 384-1430

May 5, 1980

This letter is being sent to those who have served on the Career Explorations Advisory Committee some time during the past three years to let each of you know again that we have appreciated your support and to indicate the future of Career Explorations.

We are now completing the third year of our 3 year Career Explorations program which was totally funded by the National Institute for Education. We have helped many students gain insights into the community, world of work and themselves. The program has been very beneficial to those students who want to follow instructions and try to improve their knowledge and understanding. The program was not able to be all things to all types of students and was less successful with students who seemed to have limited goals for self-improvement.

Those of you who attended one or both of our end of the year evaluations in 1978 and 1979 learned that the program meant very much to many students and to many parents. The program was termed highly beneficial by our visitors from the U. S. Office of Education and the State Department of Education.

The community has been highly supportive of the program as different people have made many contributions. During the three year period we had guest speakers come to the classroom on 62 different occasions, students on site observations over 900 different times and students had well over 2000 interviews with people in the community.

The Career program will continue to function next year. The plans are to combine staff of the Progress School and of the Career Explorations program and to share facilities so that we can operate both programs more economically. We regret that Sandy Olson has resigned and that Bob Vokoun will be returning to the business education department. We are happy to report that Mrs. Marilyn Huebner will assume the responsibilities of Learning Manager for the 1980-81 school year. She has served as a paraprofessional in the program and is very enthusiastic and dedicated towards the Career Explorations concept.

I'm sure I may have raised some questions by this letter and would welcome a phone call any time. Thanks again for your interest in education of our youth.

Sincerely,

C. Barnett Terman
Project Director

CBT:pw

APPENDIX D

Staff Meeting August 30, 1979

Mr. Terman's agenda was used and is as follows:

1. Number of Students:

	Senior High	Central Catholic
	AM - 14	1 - Grade 12
	PM - 20	

2. TAPS - August 30 - AM - Mrs. Olson, Mr. Vokoun, Mr. Gifford, Mrs. Huebner
   PM - Mrs. Olson, Mr. Vokoun, Mr. Smith, Mrs. Huebner

   September 4 - AM
   PM

3. September 12, 13, 14 the Department of Vocational Education will meet here with some special educators throughout the state. Nancy Anderson will be here to share about all EBCE programs and models. Merle Rudebusch is responsible.

   The 14th Mary Lou Palmer is responsible. She is a state facilitator.

   Need to include media for a story in this effort.

   NOTE: Have a member of our staff participate.

4. Insurance - will work with Mr. Burns on the 6th.

5. Meeting with Dr. Neal, Don Byrnes, Dr. Miller, B. Terman and Mr. Schutte on September 6 at 9:00 A.M. Dr. Neal conveyed to me, on the telephone this morning, his excitement for the program.

Staff Meeting September 6, 1979

Sandy and Bob will speak on September 7 on KRGI's "Information "79".

Nancy Anderson would like to have someone from the CE staff on the EBCE program from 11:00 to 12:00 a.m. on Wednesday, September 12. Thursday, September 13 has been designated for college personnel. Friday, September 14 is for counselors and administrators.

Mr. Terman met this morning with Dr. Kneale, Don Byrnes, Dr. Miller and Mr. Schutte. Dr. Kneale expressed enthusiasm and talked about the number of students. He mentioned we will have to take a look at what we can sell the Board. He would like to sell the whole program as it is now and he would like to present it sometime in November.

Sandy met with Barb Merriman of Central Catholic this morning. Barb is still working on Central Catholic students who should be here for Career Exploration. Barb would like Sandy to visit Central Catholic to speak.

Field trip next week: Monday, September 10, P.M. Law Enforcement Training Center
Tuesday, September 11, A.M. Law Enforcement Training Center

Friday, September 14, the Hall County Extension Office will be here for computer hook up.

The ASVB tests will be given September 14.

Pending Board approval next week, all gas for vans will now be purchased at Eighth and Eddy. A sticker will be issued which tells what code to use for budget purposes.

Staff Meeting September 20, 1979

Staff discussion regarding Keith Scott.

Mr. Vokoun and Mr. Gifford will attend the NPGA in Lincoln on September 28 and are on the program 3:15 - 4:30 to give a CE presentation.

Mr. Schutte questioned use of black and white versus color film for student exploration pictures.

Will need new van driver next week. Mr. Terman will handle this.

Staff Meeting September 27, 1979 - Career Explorations

Mr. Vokoun will participate in the Career Information Systems workshop on October 11 at Kearney.

Dr. Kennedy will be here October 9 and will visit a little about what we are sharing with staff and how we might share more.

Mr. Terman inquired as to what method is being used to tag CE equipment. He will check with Mr. Fraiser.

Advisory Committee - Mr. Terman requested suggestions for possible new members. Monday, October 22, 7:30 P.M., was selected for meeting date. New members will come at 7:00 P.M. for orientation, old members at 7:30 P.M.

Staff Meeting October 4, 1979 - Career Explorations

A thank you letter was received from Kathy Conway.

Bob commented briefly on the NPGA meeting held last week.

Phyllis will call all sites Wednesday, October 10 to check student attendance.

Marilyn has ordered films from Northwestern Bell. One will be shown Teachers' Convention week.

Bob Krall, Nebraska Job Service, spoke to both classes on Monday, October 1. The two private employment agencies will speak to the classes on Monday, October 8.

Mr. Schutte announced that Career Night will be October 15 and that CE students should be advised that there might be something going on in which they could be involved.

PSAT tests will be given the morning of October 23 to all juniors. Any interested CE students should be advised.

Counselors are now reviewing interest tests with students.

Balance of TAPS test will be given on Friday, October 5.

Staff Meeting October 11, 1979 - Career Explorations

Career Night will be an extra credit project for CE students. Marilyn will ask classes to find two places that would interest them and to find out training involved, length of courses and costs. They will name some subjects that they might take.

Several students are ready to start setting up their projects.

Group Guidance, Monday, October 15. Mrs. Milnar will speak on "Being an Effective Member of a Group".

Mr. Terman suggested films from Media Center for students deficient in particular areas of the APL test.

Staff Meeting October 22, 1979 - Career Explorations

Dr. Meierhenry will be here Wednesday afternoon, October 24. Dr. Kennedy will be out next Monday.

Wednesday will be nontraditional role day.

Advisory Committee meeting will be rescheduled to Thursday, November 1, 7:00 P.M. for the entire committee.

Parent conferences will be November 13 and 14.

New van driver is Mrs. Karen DeJonge.

A letter will be distributed to the entire student body providing an opportunity and invitation for career explorations on November 14.

Mr. Schutte advised that counselors will visit CNCC's career education program during in-service February 18 and invited CE staff to participate.

Staff Meeting October 31, 1979 - Career Explorations

New Advisory Committee members were announced.

Tentative Advisory Committee agenda:

1. Five minute orientation about program
2. Talk about school financial structure
3. Help in identifying interviewers
4. Ideas for field trips

Another suggested topic for the committee was recruitment. Mr. Schutte suggested involving counselors in a CE staff meeting in the near future. Mr. Schutte advised that counselors reviewing APL tests are alert to directing low scoring students to CE.

Discussed students: Keith Scott, Rod Vodehnal and Phil Christensen

Sandy and Bob will speak to the Central Catholic Parent Advisory Committee meeting on November 19.

Mr. Terman asked for suggestions for corrections or additions to the Quarterly Report.

Staff Meeting November 9, 1979 - Career Explorations

The final test for some of the packets will be interviews on November 26.

Eleven students will go on explorations Wednesday, November 14 in response to the invitation extended by CE to the student body last week.

ASVAB tests will be given December 3.

Group Guidance November 12: "How Others See You".

Tom Matthews, Counselor, Mid-Nebraska Mental Health Center, will be here December 7 for presentations to both classes.

Mr. Terman or Mr. Schutte will attend Central Catholic's Parent Advisory Committee meeting with Mrs. Olson and Mr. Vokoun on November 19.

Mrs. Olson mentioned that a number of students are coming in requesting information on careers.

Dr. Kneale is making numerous speeches regarding quality education and inflation. The overall goal is to try to maintain everything in the system. Will discuss CE with the board in January.

Field trips Monday, December 17: A.M. class to Nash Finch Company

P.M. class to Midtown Holiday Inn

Staff Meeting November 21, 1979 - Career Explorations

Discussed students: Tony Moreno, Shanne Pipes and Ron Zichek.

Mr. Terman asked for suggestions for in-service February 18.

Sandy reported the meeting with Central Catholic's Parent Advisory Committee went well. They suggested we should have more publicity. Sandy suggested a good publicity thing would be to follow up on a project. Mr. Schutte suggested following up on an exploration as well.

Staff Meeting November 27, 1979 - Career Explorations

Discussed students: Tony Moreno, James Tuma and Karmen Anderson.

Reviewed Accountability Reports.

Sandy has received many requests from students coming in for their resumes and letters of application and also mentioned other teachers have given us information for projects.

Ron Zichek and Jim Smith were not here for their interviews and will have to be rescheduled. Julie Cargill and Terri McGee's interviews have been rescheduled.

Post tests coming up - Sandy mentioned everything will be completed on January 3 and 4.

Sandy will be working with Womanspace at the YWCA.

Staff Meeting December 14, 1979 - Career Explorations

Mr. Terman requested staff to meet next Wednesday, December 19.

Plans were discussed for next semester for gaining enrollment. Mr. Terman and Mr. Schutte met with counseling staff Wednesday P.M., December 12, and affirmed we have space and time for anyone having trouble in skill subjects. Another suggestion was to look at every other day or one hour, with five hours credit. Mr. Vokoun stated would not be enough time at site. One alternative might be giving it some time after school, for example until 4:00 P.M. Suggest counseling staff look at this idea.

Mr. Schutte suggested using New Mexico test to plan for the one hour student.

Mr. Terman suggested using Marilyn first couple of weeks to orient.

Dr. Kennedy and Mr. Vokoun will contact sites regarding what they feel their costs are regarding this project.

Dr. Kneale has asked Dr. Kennedy and Dr. Meierhenry to review their statistics for the board.

Dr. Kneale has asked Mr. Terman to present the program with one staff member and also with full staff.

Mini grants of $1,500.00 are being awarded by the state for career education in Nebraska.

The fourth annual EBCE Conference is scheduled for St. Louis February 7 - 10, 1980.

Bob mentioned the Saturday, December 8, Independent carried an article regarding the 14 students who explored businesses for one day at CE's invitation. He will prepare a letter, to accompany a copy of the article, to be sent to all participating businesses.

Parent, business and student questionnaires will be mailed after the Holiday vacation.

Staff Meeting January 10, 1980 - Career Explorations

Second semester enrollment list was received and discussed.

Rhonda Gauthier discussed at length. Tests will be read to her.

Mr. Schutte advised we will use the Jackson Inventory test. It will be scored by hand.

Final CE exam is being given today.

Sandy requested names for a medical careers speaker.

A parent orientation evening is planned approximately 3 weeks from now.

Mr. Terman suggested staff visit the Lincoln Career Education program to observe during in-service February 18.

Sandy requested an Advisory Committee meeting in the near future to provide input on project ideas.

Next staff meeting will be January 16.

TAPS will be given on January 18 and January 23.

Staff Meeting January 16, 1980 - Career Explorations

Gary Jennings, counselor at Central Catholic, has advised that there are no seniors enrolled for this semester. He is attempting to recruit sophomores and juniors for this semester.

Jackie Olsen, Department of Education, Division of Vocational Rehabilitation, has been advised by Mrs. Olson that we will need someone to read the APL test for Rhonda Gauthier on January 22.

We have 31 students; 4 or 5 are part-time. Question arose regarding part-time students' time in community.

Mr. Terman reported decision concerning CE is on hold for the Board.

Mr. Terman advised another possible alternative to be discussed further would be the joint use of staff and a mobile classroom at Senior High shared by Progress School and YETP with the CE classroom in Senior building. There will be a meeting January 24 at the Progress School to explain roles to determine if it is possible.

Dr. Kneale informed Mr. Terman that he had received word from Virginia Viregge of the possibility of a state award for CE.

Staff Meeting February 1, 1980 - Career Explorations

The CE staff assisted with TAPS tests this week for Mr. Hasting's Trades & Industry classes - 58 students.

The Student Council is considering a career day for the entire school for a full day. Trey would have people from the community come in to talk about careers. This would require 56 people from the community. Staff suggestion was to advise the Student Council that the CE staff offers their services for any day anyone chooses to set up an exploration or for career information.

Sandy advised that the NCIS is being given to both classes.

Test results from the Jackson Inventory Test have been good.

There will be administrative homeroom all next week. Sandy and Bob will distribute CE brochures.

Discussed possibility of allowing first semester sophomores to participate in CE.

Next staff meeting Friday, February 8.

Staff Meeting February 12, 1980 - Career Explorations

Discussed proposal relative to CE's future. Mr. Byrnes will talk to Cathy Conway and Merle Rudebusch regarding possibility of funding from other sources.

Discussed students: Glenn Smith and Jon Rojewski.

Sandy advised that activities are planned through March.

Mr. Schutte advised that we have received registrations for CE from junior high sophomore pre-registration.

Staff Meeting February 28, 1980 - Career Explorations

Discussed students: Matt Freisendorf and Paige Denman.

Sandy advised she needs someone to run the video tape machine for the Career Seminar at the YMCA on March 11.

Sandy has been invited to serve on the Agricultural Program Planning Committee of the Hall County Extension Office.

Eight up slips were sent out to parents this week.

Sandy requested names for interviewers.

Bob is setting up a new site at L & L Distributing for Kay Nouzovsky who is interested in truck driving.

Next staff meeting Wednesday, March 5.

Staff Meeting March 5, 1980 - Career Explorations

Discussed inventory list.

Mr. Terman advised he has not received acknowledgment of receipt of the second quarter report.

Mr. Vokoun reported having more difficulty getting students out this semester as they are not completing guides.

Discussed students: Matt Preisendorf and Paige Denman.

Next meeting Wednesday, March 12.

Staff Meeting March 12, 1980 - Career Explorations

Sandy reported that the Career Seminar held at the YMCA the evening of March 11 was very successful.

Sandy advised she has 11 interviewers for April 11. There is a problem scheduling some of the morning class, therefore, they will be scheduled during afternoon interviews and vice versa for some afternoon students.

A parent conference is scheduled with Tony Pascoe's father for Thursday, March 13.

Next staff meeting Wednesday, March 19.

Staff Meeting April 2, 1980 - Career Explorations

Student projects this semester have been expanded and will be similar to the first year's project outline.

Interviews will be on Friday, April 11. We will use the van and cars.

Testing will be the morning of May 12 and afternoon of May 13.

Mr. Terman asked for recommendations regarding what tests to keep for next year. It was decided that the Strong-Campbell test and the Jackson test will be given to the reading teachers to determine the level of reading.

The TAPS test will be kept - it helps students find out about non-traditional roles and dexterity.

Mr. Terman asked if there was any post testing done that would help students. All post testing has been done for the evaluators.

Mr. Schutte's article was published in the last issue of the NPGA Journal.

A medical field trip is planned for April 21.

Staff Meeting April 30, 1980 - Career Explorations

Mr. Terman presented a proposed letter for the Advisory Committee to the staff.

Both the community and parent surveys will be sent out with the company name or parent name typed on top.

Dr. Meierhenry and Dr. Kennedy will be here the morning of May 1.

TAPS will be started next week.

Mr. Terman has someone from Progress School to train for TAPS on May 20 and May 21.

Rhonda Gautheir will get 9 explorations completed.

Discussed students: Steve Smollen, Rod Ewoldt and Wendi Bolles.

Staff Meeting April 23, 1980 - Career Explorations

Mr. Terman advised he has received a questionnaire from the American Legion relative to their career education award.

Discussed supply list for CE.

Mr. Terman will contact Talent Assessment, Inc., regarding training someone to give TAPS test.

A letter will be sent next week to the Advisory Committee regarding status of the program.

There are two more weeks of scheduling for explorations.

Field trip on May 5, afternoon only, to CTCCA.

Sandy stated we should have had parent orientation this semester. Some parents are unaware of the class structure and requirements. A suggestion for next year was possibly developing a letter to parents requiring signature and return.

Van repairs will be scheduled for the latter part of May.

Staff meeting next Wednesday, April 30.

Staff Meeting May 13, 1980 - Career Explorations

Mr. Terman asked staff for their perspective - what they feel was accomplished for students during the last three years of CE. These comments will be forwarded to Dr. Kennedy and Dr. Meierhenry.

Question from Dr. Kennedy resulted in unanimous agreement that there is not any way to predict success, or lack of it, of students. Dr. Meierhenry asked if students who had little care for their future were less successful. Mrs. Olson and Mr. Schutte felt this was still unpredictable. Mr. Schutte felt that the School Attitude Scale might me a better indicator when compared to CE grades. Dr. Kennedy asked if there was a correlation of success when the relationship of parents and kids was examined. Mr. Schutte said this had never been checked. Mrs. Huebner stated students may not appreciate what they have gained from CE until they have been out in the world of work. Mr. Schutte and Mrs. Olson agreed that perhaps the program would have been more successful with sophomores but that the decision of not allowing first semester sophomores was influenced by the Northwest Regional Lab people. It was felt that there was a better relationship with sophomores and their parents. Mr. Terman felt we probably were being more selective in allowing sophomores to participate than with juniors or seniors, therefore, more success indicated.

Mr. Terman stated the impetus of the program has provided State Department of Education people with information.

Mrs. Olson spoke with sophomore english classes and two students were placed on one day explorations who were not in the class.

Mr. Terman advised that Progress School staff was asked to meet with Mrs. Webb and Mr. Vokoun next week concerning their roles in the program.

Dr. Meierhenry and Dr. Kennedy congratulated staff on quality of program; staff was committed to making it good. Mr. Terman stated he wanted each person to know it was a privilege to work with them on CE and appreciated each person's contribution very much.